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Richmond College Bulletin

Vol. XX JUNE, 1918 No. 2

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of

Westhampton College

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CATALOGUE

of

Westhampton College

RICHMOND, VA.

With Announcements for the
Session, 1918-1919

RICHMOND, VA.
WHITTET & SHEPPERSON, PRINTERS
1918

CALENDAR 1918

JANUARY

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College Calendar, 1918-'19

FIRST TERM, 1918

September 10-11, Tuesday and Wednesday.—Entrance Examinations.
September 11, Wednesday, 9:00 A. M.—Registration of new students.
September 12, Thursday.—Session begins; registration of students.
September 13, Friday.—Organization of classes.
September 16, Monday, 11:00 A. M.—First chapel assembly.
September 21, Saturday.—End of Special Examinations.
October, 11, Friday.—Applications for degrees.
November 28, Thursday.—Thanksgiving holiday.
December 16, Monday.—Examinations begin.
December 20, Friday, 6:00 P. M.—Close of first term.

SECOND TERM, 1919

January 2, Thursday, 9:00 A. M.—Second term begins.
February 22, Saturday, Half Holiday.—Washington's birthday.
March 4, Tuesday.—Founders' Day.
March 15, Saturday.—Examinations begin.
March 20, Thursday, 6:00 P. M.—Close of second term.

THIRD TERM, 1919

March 25, Tuesday, 9:00 A. M.—Third term begins.
May 14, Wednesday.—M. A. Theses handed in.
May 19, Monday.—Senior examinations begin.
May 26, Monday.—Regular examinations begin.
June 1, Sunday, 11:00 A. M.—Baccalaureate Sermon.
June 2, Monday.—Class Day Exercises.
June 3, Tuesday.—Annual Meeting of Trustees, Alumni Reunions.
June 4, Wednesday, 10:30 A. M.—Commencement Day.

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Introductory Statement

WESTHAMPTON COLLEGE, whose first session began September 17, 1914, had its origin in the desire of Virginia Baptists to provide for their daughters educational advantages of the best modern type and standard. Richmond College, founded as the Virginia Baptist Seminary in 1832, had already in 1898 admitted women to its advanced classes and to degree privileges. When in 1906 plans were forming for the proposed college for women, it was agreed between Richmond College and the Virginia Baptist Education Commission that the Corporation known as Richmond College should establish and maintain a new college for women of equal grade with the college for men. In order to carry these plans into effect, a campaign for $500,000 was inaugurated and after several years of united effort the full sum was collected. In the meantime the Richmond College Corporation had decided not only to build a new college for women, but also to rebuild the old college for men at a new site.

The buildings of Westhampton College were completed in January, 1914, and occupy the highest part of a tract of land embracing 130 acres. Separated from this campus by a lake of about nine acres in extent are the spacious grounds of the college for men. The situation is in the western suburbs of Richmond, easily accessible by street cars.

Westhampton College is owned and controlled by the Richmond College Corporation, and enjoys all the general advantages afforded by co-ordination with an old and well established college of standard grade. At the same time the college for women has its own separate campus, its own buildings, and its independent institutional life. The internal administration of Westhampton College is immediately in charge of a woman dean, and both men and women teach in the faculty.

TEMPORARY CHANGE OF LOCATION

At the earnest request of the War Department the Trustees of Richmond College voted unanimously on April 25th, 1918, to grant to the Government for the duration of the war, the grounds and buildings of Richmond College and of Westhampton College to be used as an evacuation hospital for wounded soldiers. The students and faculty of Westhampton College heartily endorsed the request of the War Department, and assured the Trustees of their loyal co-operation in whatever plans should be devised for the maintenance of the work of the College during the war.

Stirred by the patriotic action of the College, Dr. Stuart McGuire, a distinguished alumnus of Richmond College, promptly offered St. Luke's Hospital and Nurses' Home, located on West Grace Street, Richmond, one block from the old Richmond College campus, as a home for Westhampton College. Dr. McGuire, now a major in the Medical Reserve Corps, goes to France at an early day in charge of a hospital unit, and during his absence Westhampton College will occupy his spacious modern buildings. There will be accommodations for about one hundred and fifty boarding students. The buildings are heated with hot water, lighted by electricity, and have running water in the living rooms. On the upper floors there is a large sun parlor, and a spacious roof garden. The equipment for health and comfort of students is all that could be asked.

On the same block the College has purchased a new two-story brick garage, 65 x 140 feet, and will at once remodel it to accommodate the science laboratories of the College. These will be fully equipped and there will be no curtailment of either laboratory or literary work. A part of the old campus on West Franklin Street will be enclosed, and used for tennis courts and basketball field for the exclusive use of Westhampton students.

While the students will miss the beautiful architecture and campus of Westhampton College, they rejoice in the splendid opportunity they have had to serve their country.

CHARTER *of* RICHMOND COLLEGE

(AS AMENDED MARCH 3, 1914)

Be it Resolved:

1. That there be, and is hereby established at, or near the City of Richmond, an institution of learning for the instruction of youth in the various branches of science, literature, philosophy, law, and the liberal and useful arts, which shall consist of two co-ordinate colleges, one for the education of men, to be known by the name of Richmond College, and the other for the education of women, to be known by the name of Westhampton College.

2. That A. R. Courtney, C. H. Ryland, H. Wythe Davis, C. T. Watkins, J. A. C. Chandler, J. Hunt Hargrave, R. H. Pitt, H. L. Schmelz, H. W. Straley, Geo. B. West, John R. Bagby, J. J. Montague, J. M. Pilcher, C. R. Sands, George Swann, George W. Beale, J. Taylor Ellyson, John T. Griffin, T. C. Williams, Jr., B. T. Gunter, W. C. James, Armistead R. Long, A. J. Montague, R. C. Williams, W. W. Baker, J. L. Camp, Livius Lankford, A. W. Patterson, George Braxton Taylor, William L. Ball, S. C. Mitchell, T. B. McAdams, G. W. McDaniel, C. E. Nicol, W. R. Barksdale, T. S. Dunaway, I. B. Lake, C. V. Meredith, and George B. Steel, the trustees of said institution now in office, are to continue therein until their respective terms of office expire, and they and their successors are, and shall be a body corporate under the name and style of Richmond College, who shall have perpetual succesession and a common seal; may sue or be sued, implead, or be impleaded; may receive and hold property for the benefit of said institution, in said name receiving and holding all rights, claims, privileges, and appurtenances formerly belonging, or in anywise pertaining to "the Trustees of Richmond College;" and any gift, grant, devise, bequest or donation of

property to said Westhampton College shall be effective to vest the title to said property in said body corporate, to be held for the benefit of said College. And the said trustees may receive donations, bequests and devises, or, in their discretion, purchase and hold property, real and personal, in any county or corporation of this Commonwealth, and use and control the same for educational purposes in the founding and maintaining of schools or academies, under such rules and regulations as the said trustees may prescribe.

The said trustees shall have power to appoint and remove officers for their own body, and administrative officers and a faculty, or faculties of instruction for said Colleges, and to regulate all fees and salaries. They shall also have power to make by-laws and regulations not contrary to the laws of the land. Any seven trustees shall form a quorum, and a less number may adjourn from time to time until a quorum be had.

3. The said trustees, or any seven of them, are hereby authorized and empowered to confer honors and degrees upon such persons as in their opinion shall merit the same, in as ample a manner as any other college in this State, and under the corporate seal, to grant testimonials thereof.

4. The said trustees shall elect a treasurer, who shall give bond with approved security, payable to said corporation, and conditioned on the faithful discharge of the duties of his office, upon default in which he may be proceeded against in the appropriate court by motion upon ten days' notice, or otherwise as the law may provide.

5. The number of trustees shall never be less than twenty-four, nor more than forty, and they shall hold office for a term of eight years, one-eighth in number, as nearly as practicable, being elected annually, as at present; but elections to fill a vacancy shall be for the unexpired term, and all elections shall be made by the Board of Trustees from a list of persons nominated to it by the Baptist General Association of Virginia, through its Education Board.

Any trustee may be removed, and the vacancy thereby created filled for the unexpired term by the Board of Trustees at any annual or stated meeting, not less than ten of the trustees being present and concurring in such action.

There shall be annual and other stated meetings of the trustees at such time and place as their by-laws shall prescribe, and there may be special meetings at the call of their presiding officer, or any three trustees, due notice of all such meetings being given.

6. The said trustees are hereby authorized and required to admit to instruction in all the classes of the College for men, free of all charges except board, and in all respects upon terms of equality with other students, all ministers and preachers and candidates for the ministry belonging to the denomination of Christians called the Regular Baptists, who may be recommended by the Education Board of the Baptist General Association, in which Board are vested all the rights, properties, privileges, powers, duties and obligations of the Virginia Baptist Education Society; and the said trustees may also admit gratuitously such other students as they may think proper.

BOARD OF TRUSTEES

LIEUTENANT-GOVERNOR J. TAYLOR ELLYSON

PRESIDENT

A. W. PATTERSON, ESQ.

VICE-PRESIDENT

CLASS ONE

Term expires June, 1919

J. L. CAMP.....Franklin
BURNLEY LANKFORD, M. D..Norfolk
A. W. PATTERSON.....Richmond
GEO. B. TAYLOR, D. D.....Hollins
C. J. BILLUPS.....Richmond

CLASS TWO

Term expires June, 1920

REV. WM. L. BALL.....Richmond
T. B. MCADAMS.....Richmond
JUDGE C. E. NICOL.....Alexandria
L. T. WILSON, D. D.....Richmond
J. TAYLOR STINSON.....Lebanon

CLASS THREE

Term expires June, 1921

JUDGE W. R. BARKSDALE,..Houston
I. B. LAKE, D. D.....Upperville
C. V. MEREDITH.....Richmond
E. B. JACKSON, D. D....Alexandria
B. P. WILLIS.....Fredericksburg

CLASS FOUR

Term expires June, 1922

J. A. C. CHANDLER, Ph. D., Rich'd
C. T. WATKINS.....Richmond
T. C. SKINNER, D. D....Richmond
REV. W. H BAYLOR.Baltimore, Md.
NORMAN H. WILLIAMS..Chase City

CLASS FIVE

Term expires June, 1923

J. HUNT HARGRAVE.....Chatham
R. H. PITT, D. D., LL. D., Richmond
H. W. STRALEY, Princeton, W. Va.
W. B. VEST.....Newport News
W. J. PARRISH.....Richmond

CLASS SIX

Term expires June, 1924

J. J. MONTAGUE.....Richmond
J. M. PILCHER, D. D....Petersburg
PROF. GEO. SWANN.....Trenholm
D. H. PITTS.....Scottsville
W. S. FORBES.....Richmond

CLASS SEVEN

Term expires June, 1925

GEO W. BEALE, D. D.....Hague
JAMES D. CRUMP.....Richmond
J. TAYLOR ELLYSON .....Richmond
JNO. T. GRIFFIN .....Portsmouth
T. C. WILLIAMS, JR.....Richmond

CLASS EIGHT

Term expires June, 1926

A. J. MONTAGUE, LL. D..Richmond
R C. WILLIAMS.....Richmond
B. T. GUNTER.....Accomac
W. C. JAMES, D. D.....Richmond
A R. LONG .....Lynchburg

TRUSTEES' COMMITTEES

INSTRUCTION.—J. A. C. Chandler, J. M. Pilcher, W. L. Ball, A. J. Montague, W. C. James, A. R. Long, G. B. Taylor, L. T. Wilson.

LAW SCHOOL.—A. W. Patterson, T. C. Williams, Jr., C. V. Meredith, B. T. Gunter, W. R. Barksdale, D. H. Pitts.

LIBRARY.—J. D. Crump, A. J. Montague, Professors Handy and Anderson.

FINANCE.—T. C. Williams, Jr., A. W. Patterson, T. B. McAdams, J. L. Camp, R. C. Williams, J. D. Crump.

GROUNDS AND BUILDINGS.—J. J. Montague, C. T. Watkins, W. L. Ball, R. C. Williams, W. J. Parrish, W. S. Forbes.

AID FUNDS (Scholarships and Donations).—R. H. Pitt, J. H. Hargrave, A. R. Long, W. H. Baylor, C. J. Billups.

ENDOWMENT.—G. B. West, J. T. Griffin, T. C. Williams, Jr., H. W. Straley, R. H. Pitt, W. S. Forbes.

ACADEMIES.—W. R. Barksdale, C. E. Nicol, George Swann, G. B. Taylor.

NOMINATION OF NEW TRUSTEES.—W. C. James, A. W. Patterson, R. H. Pitt, J. A. C. Chandler, A. R. Long.

NOMINATION FOR HONORARY DEGREES.—G. W. Beale, I. B. Lake, J. H. Hargrave and Professor R. E. Loving.

RICHMOND ACADEMY.—R. H. Pitt, T. B. McAdams, J. J. Montague, C. T. Watkins, T. C. Skinner.

The By-Laws provide that the President of the Trustees and the Secretary shall be members of all the above committees, and have equal privileges with other members; and that the President of the College shall be *ex-officio* a member of all except on Nomination of New Trustees.

ADMINISTRATIVE OFFICERS

FREDERICK WILLIAM BOATWRIGHT, M. A., LL. D., 1 Ryland Hall
President

MAY LANSFIELD KELLER
Dean

BENJAMIN WEST TABB, B. A., 2 Ryland Hall
Treasurer and Registrar

FACULTY OF INSTRUCTION

FREDERICK WILLIAM BOATWRIGHT, M. A., LL. D., *Professor of Modern Languages.* North Court, Westhampton.

M. A. Richmond College, 1888; LL. D. Mercer University, 1895; LL. D. Georgetown College, 1913; Assistant in Greek, Richmond College, 1887-'89; Student University of Halle and of the Sorbonne, 1889-'90; Professor of French and German since 1890; Student University of Leipsic, 1892; President since 1894.

MAY LANSFIELD KELLER, Ph. D., *Dean and Professor of English.* East Court, Westhampton.

A. B. Goucher College, 1898; Graduate Student, University of Chicago, 1900; Holder of Fellowship of Goucher College, 1901-02; Graduate Student, Universities of Berlin and Heidelberg, 1901-'04; Ph. D. Heidelberg, 1904; Professor of German, Wells College, 1904-'06; Associate Professor of English, Goucher, 1906-'14.

ROBERT EDWIN GAINES, M. A., Litt. D., *Professor of Mathematics.* 3 Bostwick Lane, Campus.

M. A. Furman University, 1886; Litt. D. Furman University, 1908; Instructor in Furman University, 1882-'87; Student Johns Hopkins University, 1887-'88; Instructor in Wright's University School, Baltimore, 1888-'89; Harvard University, 1899-1900; Professor of Mathematics since 1890.

WILLIAM ASBURY HARRIS, M. A., Ph. D., *Professor of Latin and Greek.* 2 College Avenue.

M. A. Richmond College, 1886; Ph. D. Johns Hopkins University, 1892; Professor of Greek, Baylor University, 1893-1901; Professor of Greek since 1901.

ROBERT EDWARD LOVING, M. A., Ph. D., *Professor of Physics.*
2 Bostwick Lane, Campus.

M. A. Richmond College, 1898; Fellow Johns Hopkins University, 1901-'02; Ph. D., *ibid.*, 1905; Professor of Physics and Chemistry Blackburn College, 1905-'06; Professor of Physics, Cornell College, 1906-'07; Associate in Physics, University of Missouri, 1907-'08; Professor of Physics since 1908.

DICE ROBINS ANDERSON, M. A., Ph. D., *Professor of History and Political Science.* 310 N. Rowland St., Richmond.

B. A. Randolph-Macon College, 1900; M. A., *ibid.*, 1901; Ph. D University of Chicago, 1913; Principal Randolph-Macon Academy 1903-'05; President of Willie Hansel College (Okla.), 1905-'06; Instructor in History at University of Chicago, 1907-'09; Professor of History and Political Science since 1909.

WALTER ALEXANDER MONTGOMERY, A. B., Ph. D., *Professor of Latin.* 1109 West Avenue, Richmond.

A. B. Johns Hopkins University, 1892; Ph. D., *ibidem*, 1899; Master in Classics, Sewanee Grammar School, University of the South Sewanee, Tenn., 1902-'06; Professor of Latin, College of William and Mary, 1906-'11; Professor of Latin and Greek, *ibidem*, 1911-'12; Professor of Latin in Summer School of University of Virginia, 1907-'15; Professor of Latin, 1912-'18.

WALTER JORGENSEN YOUNG, M. A., Th. M., Ph. D., *Professor of Philosophy on the James Thomas, Jr., Foundation.*
Rio Vista.

B. A. Richmond College, 1907; B. D. Crozer Theological Seminary, 1910; M. A. University of Pennsylvania, 1910; Th. M. Crozer Theological Seminary, 1911; Ph. D. University of Pennsylvania, 1911; Professor of Philosophy, Hampden-Sidney College, 1911-'13; Professor of Philosophy, 1913-'18.

LEONIDAS REUBEN DINGUS, M. A., Ph. D., *Professor of German.*
108 North Belmont, Ave., Richmond.

B. A. Milligan College, 1894; M. A. University of Virginia, 1907; Ph. D., *ibid.*, 1914; Graduate Student University of Berlin, 1912-'14; Professor of English and History, South Kentucky College, 1903-'05; Professor of German and French, Alabama State Normal College, 1907-'12; Professor of German since 1914.

GARNETT RYLAND, M. A., Ph. D., *Professor of Chemistry.*
South Court, Westhampton.

M. A. Richmond College, 1892; Ph. D. Johns Hopkins University, 1898; Associate Professor of Chemistry, University of Maine, 1898-1901; Professor of Chemistry, Converse College, 1901-'03; Professor of Chemistry, Georgetown College since 1903.

DANIEL BUNYAN BRYAN, M. A., Pd. D., *Associate Professor of Education and Sociology.* 9 Dooley Avenue, Richmond.

B. A. University of North Carolina, 1911; Teacher in Elementary School, Chapel Hill, 1904-'05; Principal Rich Square State High School, 1911-'13; Graduate student, summers 1912, 1913, and the year 1913-'14 Columbia University; M. A. *ibid.*, 1914; Helen Gould Fellow in Education, New York University, 1914-'15; Pd. D., *ibid.*, 1915; Professor of Secondary Education, University of North Carolina, summer session, 1915.

HARRY ELIAS VICK, M. S., *Associate Professor of Biology.* 3 North Boulevard, Richmond.

B. S. Bethel College, 1905; M. S., *ibid.*, 1906; Graduate student, University of Chicago, summer, 1911; Graduate student, Cornell University, 1913-'15; Instructor in Science, Hartford City (Ind.) High School, Missouri Military Institute; Professor of Biology and Chemistry, Oklahoma Baptist University, Ouachita College; Instructor in Biology, Cornell University, 1913-'15.

SUSAN MADELINE LOUGH, Ph. M., *Associate Professor of History and Political Science.* South Court, Westhampton.

Ph. B. University of Chicago, 1907; Ph. M., *ibid.*, 1909; Head of Department of History, Durango High School, Durango, Colorado, 1909-'13; Graduate Student, University of Chicago, Summers of 1912, 1914, 1915; Fellow in History, University of Chicago, 1913-'14; Graduate Student, London and Dublin, 1913; Professor and Head of Department of History, Woman's College of Alabama, 1914-'15.

LUCY BARTHOLOMEW, A. M., *Associate Professor of French and Spanish.* South Court, Westhampton.

A. B. University of Denver, 1910; A. M., *ibid.*, 1915; Professor of French, Grove City College, 1910-'13; Teacher in Government Schools of Porto Rico, 1913-'14; Assistant in French, University of Denver, 1914-'15; Diplomée de l'Alliance Francaise, 1914.

JAMES MCCLURE, B. A., M. A., *Assistant Professor of Mathematics and Physics* Campus

A. B. Vanderbilt University, 1898; M. A., *ibid.*, 1899; Fellow and and Assistant in Mathematics and Astronomy, *ibid.*, 1898-1902; Assistant Instructor in Physics and Astronomy, *ibid.*, 1902-1905; Professor of Mathematics at the Bowen School, Nashville, Tenn., 1902-1905; Professor of Physics at Clemson College, S. C., 1905-1906; Instructor in Physics at Vanderbilt University, 1906-1915; Student at Cornell University Summer School, 1909.

DAVID NATHANIEL DAVIDSON, B. A., *Assistant Professor of Economics and History.* Rio Vista.

B. A. Richmond College, 1909; Engaged in Secondary Education, 1909-'11 and 1913-'16; Student University of Virginia Summer School, 1910; Graduate Student, Johns Hopkins University, 1911-'13.

CAROLINE S. LUTZ, B. A., M. A., *Assistant Professor of English and German.* Westhampton College

B. A. James Millikin University, Goucher College, 1911; Student Assistant in German and English, James Millikin University, 1911-'12; Instructor in English, Keyser Preparatory Branch, University of West Virginia, 1912-'13; Instructor in English, Millikin, 1913-'15; Graduate Student, Columbia University, 1915-'16; Instructor in English. Milwaukee-Downer, 1916.

MAGUERITE MAGRUDER, B. A., *Assistant Instructor of French.* Westhampton College

B. A., Goucher College, 1915; Graduate Student, Johns Hopkins University, 1915-'17.

F. FLAXINGTON HARKER, *Director of Music.*
2015 Grove Avenue, Richmond.

Instructor of Piano, Organ and Harmony; Director of the College Chorus and the Richmond College Glee Club; Associate of the Royal College of Organists, London; Student in Composition, T. Tertius Noble (University of Cambridge, England); Piano, Madame Helen Hopekirk (well known Leschetizky exponent); Director of the Richmond Male Choral Society and the St. Cecilia Chorus.

MRS. F. FLAXINGTON HARKER, *Instructor of Vocal Music.*
2015 Grove Ave., Richmond

Pupil of Frederick Zuchtmann, Charles R. Adams (Royal Court Tenor of Vienna), Max Spicker (Associate Conductor with Anton Seidle, Metropolitan Opera House, New York), Contralto Soloist of St. Paul's Church, Richmond, Va.

FLORENCE D. HEQUEMBOURG, *Professor of Violin.*
2107 Park Avenue, Richmond

Pupil of Emil Mahr (Joachim School) N. E. C. of Boston, Mass.; Henry Froehlich, Cincinnati College of Music, Cincinnati, O.; Clifford Schmidt (Joachim School), New York City; Carl Halir, Royal High School of Music, Berlin, Germany; Eugene Ysäye, Royal Conservatory of Music, Brussels, Belgium; Otkar Sevcik, Pisek, Bohemia and Head of the Master School of Violin Playing in Conservatory of Music, Vienna, Austria.

MISS EMILY FREEMAN BROWN, *Instructor in English Speech.*
3103 Stuart Avenue, Richmond, Va.

Graduate of the Emerson College of Oratory, Boston, Mass., 1915.

OTHER OFFICERS

MARION G. RYLAND, *Librarian,*
B. A., B. S. Columbia University, 1903.

CULLEN PITT, A. M., M. D. *Physician to the College.*
B. A. Richmond College, 1900; M. A., *ibid.,* 1901; M. D. University College of Medicine, 1905; Resident Physician City Hospital, Richmond, 1905-'06; Associate in Physiology, University College of Medicine, 1907-'14.

FANNY GRAVES CRENSHAW, *Director of Athletics and Gymnastics.*
A. B. Bryn Mawr College, 1912.

LUCY THROCKMORTON, *Assistant to the Librarian.*

PAULINE TURNBULL, *Secretary to the Dean and Assistant to the Registrar.*
A. B. Syracuse University, 1915.

MRS. M. GROVE, *House Chaperone.*

MRS. SALLIE BLACK, *Housekeeper.*

STANDING COMMITTEES *of the* FACULTY

1. COMMITTEE ON ENTRANCE.—Professors Gaines, Lough, Ryland.
2. COMMITTE ON ADVANCED STANDING.—Professors Loving, Lough, Bryan.
3. COMMITTEE ON CURRICULUM.—Professors Gaines, Magruder.
4. COMMITTEE ON STUDENT ACTIVITIES.—Professors Harris, Bartholomew.
5. COMMITTEE ON CATALOGUE AND STUDENT PUBLICATIONS.—Professors Lutz, Handy, Crenshaw.
6. COMMITTEE ON SCHEDULE OF CLASSES AND EXAMINATION.—Professors Dingus, Lough, Davidson.
7. COMMITTEE ON LIBRARY.—Professors Lough, Lutz, Young.
8. COMMITTEE ON CHAPEL.—Professors Lough, Dingus.
9. COMMITTEE ON VESPERS.—Professors Bartholomew, Handy.

The President and Dean are *ex-officio* members of all committees.

SESSION

The next session opens Thursday, September 12th and continues thirty-eight weeks. The session closes Wednesday, June 4th. Students are urged to be present on the opening day of the session.

ENTRANCE REQUIREMENTS

For admission to Westhampton College the general conditions are as follows:

I. The applicant must be at least sixteen years of age.

II. The applicant should present a certificate of honorable dismissal from the last school attended, or other sufficient evidence of good character.

III. The applicant must give proof of adequate preparation to profit by the work offered in college classes. This preparation may be established by: 1. A written examination. 2. A certificate from an accredited preparatory school.

The requirements for admission are stated in units. A unit is the equivalent of five recitation periods a week during a full school year of an accepted preparatory school above the grammar grade.

For admission to full standing as candidate for a degree fifteen units are required.

It is understood that a student entering with two units of Latin will be required to make up the additional two units in College, but that this work will not count toward the degree.

Entrance requirement work in French, German and Greek may be done in College after entrance, but will not count toward the degree.

The College admits students: I. as unconditioned Freshmen; II. as conditioned Freshmen; III. as Special Students.

I. UNCONDITIONED FRESHMEN

For unconditional admission as a candidate for a degree fifteen units are required.

1. *As Candidate for the B. A. Degree.*—Prescribed: English 3 units, Mathematics, 2½ units, Latin 4 units, or Greek 2 units, History 1 unit, Science 1 unit. The remaining units are elective.

2. *As Candidate for the B. S. Degree.*—Prescribed: English 3 units, Mathematics 2½ units, Modern Languages (French, German, Spanish),* 4 units, History 1 unit, Science 1 unit. The remaining units are elective.

Elective units may be selected from the following: Latin 4 units, History 3 units, Modern Languages 6 units, Greek 2 units, English 1 unit,† Physical Geography 1 unit, Physics 1 unit, Chemistry 1 unit, Biology 1 unit, Mathematics 1 unit, Drawing 1 unit, Physiology ½ unit, Botany ½ unit, Zoology ½ unit, Domestic Science or Applied Arts ½ unit.

II. CONDITIONED FRESHMEN

For admission to conditional standing twelve units are required with the understanding that the remaining three are to be made up within two years. These twelve units must include (*a*) the seven and a half specified units (English 3, Mathematics 2½ History 1, Science 1), and (*b*) a sufficient number of prerequisite units in languages to enable the student to remove all conditions in language within two years after entrance. These conditions may be removed by private study or by taking certain courses in the College or in an approved Summer School. No course taken to remove a condition may be counted for credit toward a degree.

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* Four units in one language must be offered or not less than two units each in two languages.

† This additional unit in English will be accepted from certain approved schools.

In all cases of entrance, whether unconditional or conditional, the general regulations are those prescribed by the Association of Colleges and Preparatory Schools of the Southern States, of which Association Westhampton College is a member.

III. SPECIAL STUDENTS

Special students may be admitted to the various departments, provided they are over twenty-years of age and give satisfactory evidence of ability to pursue the particular course elected. A special student may become a candidate for a degree only by satisfying the regular requirements for admission.

DEFINITION OF REQUIREMENTS

The following is a tabulated form of subjects for admission and their values in units. Fuller definitions of the units follow the table.

Subjects	Divisions	Units
English	Grammar and Grammatical Analysis	1
	Composition and Rhetoric	1
	Selections from English Literature	1
	History of English and American Literature	1
Mathematics	Algebra to Quadratic Equations	1
	Quadratics, Progressions, etc	½
	Plane Geometry	1
	Solid Geometry	½
	Plane Trigonometry	½
History	Ancient History	1
	Mediaeval and Modern History	1
	English History	1
	American History	1
Latin	Grammar, Composition, Translation	1
	Caesar's Gallic War, I-IV; Gram., Composition	1
	Cicero's Orations (6); Grammar, Composition	1
	Virgil's Aeneid, I-VI; Grammar, Composition	1
Greek	Grammar, Composition, Translation	1
	Xenophon's Anabasis, I-IV; Gram., Composition	1
French	Grammar, Composition, Translation	1
	Translation, Grammar, Composition	1
	Advanced Classics, Composition, Conversation	1
	Advanced Classics, Composition, Conversation	1
German	Grammar, Composition, Translation	1
	Translation, Grammar, Composition	1
	Advanced Classics, Composition, Conversation	1
	Advanced Classics, Composition, Conversation	1
Spanish	Grammar, Composition, Translation	1
	Translation, Grammar, Composition	1
	Advanced Classics, Composition, Conversation	1
	Advanced Classics, Composition, Conversation	1
Science	Physical Geography	1
	Chemistry, with Experiments	1
	Physics, with Experiments	1
	Botany	½
	Zoology	½
	Physiology	½
	Domestic Science	½
	Applied Arts	½
Drawing		1

The following statement indicates the amount of preparation expected in each subject:

1. **English.**

The English requirements may be divided as follows:

(a) English Grammar and Grammatical Analysis. One unit.

(b) Composition and Rhetoric, with special emphasis upon punctuation, sentence structure, and paragraphing. One unit.

(c) Careful reading and study of selections from English Literature. One unit.

(d) The History of English and American Literature. One unit.

A. READING.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first hand knowledge of some of the best specimens. He should read the books carefully, but his attention should not be so fixed upon details as to cause his missing the main purpose and charm of what he reads.

Group 1: CLASSICS IN TRANSLATION. The *Old Testament,* comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; The *Odyssey,* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; The *Iliad,* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; The *Æneid.* The *Odyssey, Iliad* and *Æneid* should be read in English translations of recognized literary excellence.

(For any selections from this group a selection from any other group may be substituted.)

Group 2: SHAKESPEARE. Shakespeare's *A Midsummer Night's Dream, The Merchant of Venice, As You Like It, Twelfth Night, The Tempest, Romeo and Juliet, King John, Richard II, Richard III, Henry V, Coriolanus, Julius Caesar, Macbeth, Hamlet* (if not chosen for study under B).

Group 3: PROSE FICTION. Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress, Part I;* Swift's *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe's *Robinson Crusoe, Part I;* Goldsmith's *Vicar of Wakefield;* Frances Burney's *Evelina;* any one of Scott's Novels; any one of Jane Austen's Novels; Maria Edgeworth's *Castle Rackrent,* or *The Absentee;* any one of Dickens' Novels; any one of Thackeray's Novels; any one of George Eliot's Novels; Mrs. Gaskell's *Cranford;* Kingsley's *Westward Ho!* or *Hereward, the Wake;* Reade's *The Cloister and the Hearth;* Blackmore's *Lorna Doone;* Hughes' *Tom Brown's Schooldays;* Stevenson's *Treasure Island,* or *Kidnapped,* or *Master of Ballentrae;* any one of Cooper's Novels; a selection of Poe's

Tales; Hawthorne's *The House of the Seven Gables,* or *Twice Told Tales,* or *Mosses from an Old Manse;* a collection of Short Stories by various standard writers.

Group 4: Essays, Biography, Etc. Addison and Steele's *The Sir Roger de Coverley Papers;* or selections from the *Tatler* and *Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography;* selections from Irving's *Sketch Book* (about 200 pages), or his *Life of Goldsmith;* Southey's *Life of Nelson;* selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's lectures on *Swift, Addison,* and *Steele* in the *English Humorists;* any one of the following essays of Macaulay: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay;* selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies,* or selections from Ruskin's works (about 150 pages); Dana's *Two Years Before the Mast;* selections from Lincoln's works, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail;* Thoreau's *Walden;* selections from Lowell's essays (about 150 pages); Holmes' *The Autocrat of the Breakfast Table;* Stevenson's *An Inland Voyage* and *Travels with a Donkey;* Huxley's *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of Letters by various standard writers.

Group 5: Poetry. Palgrave's *Golden Treasury* (*First Series*), *Books II and III,* with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (*First Series*), *Book IV,* with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith's *The Traveller* and *The Deserted Village;* Pope's *The Rape of the Lock;* a collection of English and Scottish Ballads, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn, King Estmere, Young Beichan, Bewick, and Grahame, Sir Patrick Spens,* and a selection from later ballads; Coleridge's *The Ancient Mariner, Christabel,* and *Kubla Khan;* Bryon's *Childe Harold, Canto III* or *IV,* and *The Prisoner of Chillon;* Scott's *The Lady of the Lake,* or *Marmion;* Macaulay's *The Lays of Ancient Rome, The Battle of Naseby, the Armada, Ivry;* Tennyson's *The Princess,* or *Gareth and Lynette, Lancelot and Elaine,* and *Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus," Instans Tyrannus;* Arnold's *Schrab and Rustum,* and *The Forsaken Merman;* selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group 1: DRAMA. Shakespeare's *Julius Caesar, Macbeth, Hamlet.*

Group 2: POETRY. Milton's *L'Allegro, Il Penseroso,* and either *Comus* or *Lycidas;* Tennyson's *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur;* the selections from Wordsworth, Keats, and Shelley, in *Book IV* of Palgrave's *Golden Treasury (First Series).*

Group 3. ORATORY. Burke's *Speech on Conciliation with America;* Macaulay's *Speech on Copyright* and Lincoln's *Speech at Cooper Union;* Washington's *Farewell Address* and Webster's *First Bunker Hill Oration.*

Group 4: ESSAYS. Carlyle's *Essay on Burns,* with a selection from Burns's *Poems;* Macaulay's *Life of Johnson;* Emerson's *Essay on Manners.*

2. Mathematics.

(a) Algebra to Quadratics, one unit.
(b) Advanced Algebra through progressions, one-half unit.
(c) Plane Geometry, one unit.
(d) Solid Geometry, one-half unit.
(e) Trigonometry, one-half unit.

3. History.

(a) Ancient History, one unit.
(b) Mediaeval and Modern History, one unit.
(c) English History, one unit.
(d) American History, one unit.

4. Latin.

(a) Grammar and Composition, one unit.
(b) Caesar, four books, one unit.
(c) Cicero, six orations, one unit.
(d) Virgil's Aeneid, six books, or the equivalent of Ovid, or of Virgil and Ovid, one unit.

5. Greek.

(a) Grammar and Composition, one unit.
(b) Xenophon's Anabasis, four books, one unit.

6. **Modern Languages.**
   (a) French, four units.
   (b) German, four units.
   (c) Spanish, two units.

7. **Science.**
   (a) Physics, one unit.
   (b) Chemistry, one unit.
   (c) Botany, one-half unit.
   (d) Zoology, one-half unit.
   (e) Physiology, one-half unit.
   (f) Biology, one unit.
   (g) Physical Geography, one unit.
   (h) Drawing, one unit.
   (i) Domestic Science or
   (j) Applied Arts, one-half unit.

In subjects which imply laboratory work, such as Physics and Chemistry, two hours of laboratory work are estimated as the equivalent of one hour of recitation. The candidate's laboratory note-book must be submitted for inspection.

ENTRANCE EXAMINATIONS

Entrance examinations will be held at the College on the last two days of the session (June 3d and 4th), and on the two days immediately preceding the opening of the session (September 10th and 11th). Application for the holding of such an examination should be made to the President or the Dean of the College not less than four weeks previous to the time at which the examination is desired. All candidates who take their examination on the days indicated will be charged no fee; for special examinations held on days other than those designated above, a fee of $1.00 will be charged.

ADVANCED STANDING AT ENTRANCE

1. A student must stand examination in all subjects offered for the B. A. degree below the class for which she applies for admission, unless she comes from another college of recognized

standing. Application must be made and the examinations taken within ten days after the opening of College.

2. When the student comes from another college of recognized standing and desires to enter by certificate, she must present a detailed statement of work done. Certificates must be presented from the instructors in each department of the college from which she comes showing amount, character of the work and time given to it, after which she may receive credit for the same at the discretion of the professor at the head of each department.

MATRICULATION

Every applicant for admission, upon arriving at the College, must report promptly to the Dean. If she has been a student at any other college, she should present satisfactory evidence of general good conduct while there. If she comes from an academy or high school, she must bring a certificate from the principal showing what studies she has pursued and what progress she has made.

When the question of preparation for College has been settled affirmatively, she will receive a permit to matriculate, and, upon presentation of this to the Treasurer and Registrar of the College and payment of the required fees, her name will be placed on the rolls. Students who delay their matriculation longer than forty-eight hours after obtaining a permit will be charged an extra fee of $2.00.

Courses of Instruction

LATIN

Professor Harris

Assistant Professor ————

Four units of the standard entrance requirements as published in the catalogue are required for entrance to the department. For students who lack one year of preparation for the Freshman class, a course is provided under a special tutor for which an additional charge will be made. It carries no credits toward a degree, embracing reading: six books of Vergil's Aeneid; Grammar and prose exercise work; Rudiments of Roman Antiquities.

The College courses are as follows:

1. (*a*) Reading. Livy (Selections from Books I., II. and XXI.); Selections from Lyric Poets; Horace (Odes and Epodes).

   Appropriate lectures will be given and themes required on Roman Historiography and the history of Roman Lyric Poetry.

   (*b*) Prose Composition. Weekly exercises, based on Livy and Cicero; occasional original compositions.

   (*c*) Roman Private Life. Text-book work, accompanied by lectures on Roman Private Life as illustrated by Roman literature and archaeology. For Freshmen or Sophomores.

2. (*a*) Reading. Tacitus (Germania and Agricola); Pliny (Selected Letters); Juvenal and Horace (Select Satires); Martial (Select Epigrams); Plautus (Menaechmi); Terence (Self-Tormentor).

   The reading will be supplemented by lectures on Roman Historiography during the classical period of the Empire, Roman Epistolography, Biography, the rise and development of Roman Comedy, Satire, and the Epigram.

(*b*) PROSE COMPOSITION. The work will consist of original composition, and the translation into idiomatic Latin of typical passages of English literature, representing different subjects and different styles. From time to time the instructor will meet each student separately to criticise his work.

(*c*) LATIN LITERATURE. A general survey of the classical literature of the Romans. The study of a text-book will be supplemented by appropriate lectures. For Sophomores or Juniors.

3. (*a*) READING. Cicero De Natura Deorum; Selections from Lucretius; Horace (Ars Poetica); Quintilian (Book X.).

The reading will be supplemented by lectures on Roman Philosophy, Epic Poetry, and Literary Criticism.

(*b*) PROSE COMPOSITION. The composition of this course will be given on the same plan as that of Course 2. The exercises will be adapted to the advancement of the individual student.

(*c*) Special reports on assigned topics dealing with Roman life and literature. For Juniors or Seniors.

4. The work of this course, in Reading, Prose Composition, and Literature, will centre around one author and department, and will be conducted after the seminar method. Prose and Poetry will be alternated. The professor reserves the right to refuse admission to this course in cases where he does not regard the attainments of the student adequate. For Seniors.

GREEK

PROFESSOR HARRIS

1. FOR BEGINNERS. This class begins with the alphabet, and is occupied in securing a thorough knowledge of forms, a working vocabulary, and the fundamental points of

syntax. In addition, the class will be expected to read one book of the Anabasis. From the beginning of the course exactness will be insisted upon. To enter this course some knowledge of Latin is prerequisite. This course may be used to remove entrance conditions.

2. XENOPHON. This class will complete four books of the Anabasis and will take up such other author as the needs of the class may indicate. Special attention will be paid to form and the inflections. There will be weekly exercises in grammar and composition. As the student advances, translation at sight will be emphasized. For Freshmen and Sophomores.

3. (*a*) HOMER, (*b*) PLATO, (*c*) LYSIAS. This class will be subject to change as the needs of the students may indicate. The first term will be devoted to Homer, the second to Plato, and the third to Lysias. There will be weekly exercises in composition throughout the year. Work will be assigned for private reading on which the student will be examined. As opportunity offers there will be conferences on Greek life, mythology, history, literature and art. At all times an effort will be made to lead the student into a keener appreciation of the genius of the Greeks, and to cultivate a sense for their literary standards. For Sophomores and Juniors.

or

4. (*a*) THUCYDIDES, (*b*) DEMOSTHENES, (*c*) THE DRAMA. In this class the work will center around Thucydides, Demosthenes, and the Drama. Work will also be assigned for private reading, and English will be put into Greek, either as a set exercise or at dictation. This course will be made as general as is consistent with thoroughness. There will be lectures on literature, grammar and rhetoric. For Juniors and Seniors.

ROMANCE LANGUAGES

Associate Professor Bartholomew

Assistant Instructor Magruder

FRENCH

1. For Beginners. This course may be used to remove entrance conditions. It is principally drill on pronunciation, grammar, and composition, but includes the reading of 200 or 300 pages of easy French, and some practice in simple conversational French. Text, Fraser and Squair's "Shorter French Course."

2. In this course the student is expected thoroughly to master French grammar, to have further practice in composition, to become familiar in a general way with French literature and history, and to read French stories and dramas. Texts for Composition and Syntax: Vreeland and Koren's French Syntax and Composition; Armstrong's Syntax of French Verb.

3. The class will be conducted in French. History of French literature of nineteenth and twentieth centuries with particular emphasis on most important authors whose books will be assigned as class work or for parallel reading. Text: Histoire Illustrée de la Littérature Française, Abry, Audic Crouzet.

4. This class will be conducted in French and students are expected to take notes and answer questions in French.

   (*a*) History of French Literature through and especially emphasizing the seventeenth century. Text: Delpit's L'Age d'Or de la Littérature Française, and Histoire Illustrée de la Littérature Française, Abry, Audic, Crouzet.

   (*b*) Conversation and composition.

(*c*) The reading will include selected classics of the seventeenth century with special emphasis on the dramatists, Corneille, Molière, and Racine. Essays in French and much outside reading will be required. Three hours a week throughout the year.

5. This class is primarily for students doing their major work in French, and who have satisfactorily completed French I and II or equivalent. Others may be admitted only by special permission of department. The work will be specialized to suit the needs of the class. It will be conducted entirely in French.

SPANISH

1. This course for beginners includes drill on grammar, composition and pronunciation, and the reading of easy Spanish. Texts: Omstead and Gordon's Spanish Grammar or Hill's and Ford's Spanish Grammar, and Wilkin's Elementary Spanish Composition.

2. A continued and thorough study of Spanish Grammar, and composition, also reading of Spanish texts in class and assigned parallel reading in English and Spanish. Texts: Espinosa Composition and Conversation; Umphrey's Spanish Composition.

3. This class will be conducted in Spanish. The course will include advanced composition work, most of which will be original, and a survey of Spanish Literature with special emphasis on the Romantic period. Texts: Fitzmaurice Kelly's Spanish Literature and Piñeyro.

GERMAN

PROFESSOR DINGUS

1. FOR BEGINNERS. A beginning course for those students who have never studied German, or whose preparation is inadequate for more advanced work. This course may be used to remove entrance conditions.

It includes Elementary Grammar and Composition; special training in pronunciation and simple conversational German; reading of simple texts in class and assigned parallel. For Freshmen.

2. Introduction to German Literature. Open to students who have taken Course 1, or its equivalent. It includes a review of German forms, a more careful study of syntax, drill in pronunciation, conversational exercises, free reproduction based on texts read, the reading of modern prose and dramatic works in class and as assigned parallel on which reports are made. Introduction to German literature. For Freshmen and Sophomores.

In the winter term there will be offered a course in Scientific German. Hour to be arranged.

3. Advanced Course. Open to students who have completed Course 2, or its equivalent. Emphasis is placed on the Literature and *Realien,* rather than the syntax. Literary periods and movements are studied. A great deal of reading is assigned, on which regular reports are made. So far as feasible, this course will be conducted in German.

The work of the year will gather about (a) An Introduction to the Classic Period, (b) Mid-Century Novelists: Scheffel, Meyer, Keller, Storm; (c) German Literature since the founding of the Empire.

4. Prerequisite, Course 3 or its Equivalent. Collateral reading, essays and reports. One term will be devoted to each of the following: (a) Goethe's Faust, (b) 19th Century Drama — Kleist, Grillparzer, Ludwig, Hebbel, (c) Ballad and Lyric Poetry.

Three hours a week throughout the year.

ENGLISH

Professor Keller

Miss Lutz

1. Rhetoric and English Composition. Themes, conferences, lectures and recitations. Freshman year, three hours a week.
2. English Literature. A survey from the earliest times to the present. Three hours a week. Open to students who have completed Course I and required for the degree.
3. Development of English Drama with special study of the Elizabethan and Contemporary Drama. Three hours a week. Alternates with 4. Given in 1918-'19.
4. Development of English Poetry with especial emphasis upon the Romantic Movement and the major Victorian poets. Three hours a week.
5. Development of Narrative Literature from Elizabethan Prose to the present day with especial emphasis on the novel. Three hours a week. Not given in 1918-'19.
6. Anglo-Saxon.
   (*a*) Bright's Anglo-Saxon Reader.
   (*b*) Beowulf.
   (*c*) Middle English. Emerson's Middle English Reader with parallel references in Chaucer. Three hours a week.
7. The Writing of
   (*a*) The Essay.
   (*b*) The Short Story.
   (*c*) Advanced Exposition and Briefs. Open to students approved by the Dept. Three hours a week. Alternates with 5.
8. Press Writing. Practice in writing newspaper stories, editorials, special articles, interviews, and contemporary biography. Open to students who have showed special aptitude for writing. One hour a week.

MATHEMATICS

PROFESSOR GAINES
ASSOCIATE PROFESSOR ————

1. (*a*) COLLEGE ALGEBRA. A course designed to follow the work of a good high school, beginning with quadratic equations, and including such subjects as the progressions, permutations and combinations, mathematical induction, binominal theorem, inequalities, logarithms, theory of equations, and infinite series. Second term.

(*b*) SOLID GEOMETRY. A brief study of certain portions of plane geometry will be made, after which solid geometry will be taken up and completed. The work in plane geometry is not given merely for review, but rather for the sake of certain methods of proof, and particularly for calling the student's attention to the interrelation of groups of theorems, and the development of the subject as a whole. First term.

(*c*) PLANE TRIGONOMETRY. The subject is approached from the practical side, problems being solved at first by graphical methods, and afterwards computed by means of trigonometrical formulas and mathematical tables. After the interest of the student is thus secured, the remainder of the time is devoted to the development of analytical trigonometry. Third term. For Freshmen and Sophomores.

2. (*a*) ANALYTICAL GEOMETRY. Elementary course. Systems of co-ordinates with various illustrations of the use of graphical methods, the construction and discussion of loci, a detailed study of the straight line and circle, and of the simpler properties of the parabola, ellipse, and hyperbola. First term.

(*b*) Differential Calculus. In this course the student is not only given much practice in differentiating the ordinary functions, but emphasis is laid upon getting a clear conception of the meaning and purpose of the calculus. The method is then applied to questions of maxima and minima, tangents and normals, inflexions, assymptotes, curve tracing, and the expansion of functions in series. Second term.

(*c*) Integral Calculus. An elementary course, but one in which care is taken to lay the foundations securely, and prepare the way for the more advanced work of the following year. During the course the method of integration is applied to a sufficient variety of problems to suggest to the student its wide range of usefulness. Third term. For Sophomores and Juniors.

3. (*a*) Analytical Geometry. An advanced course designed to follow course 2 (a). First term.

(*b*) Differential Calculus. An advanced course which presupposes the completion of Course 2 (b) or its equivalent. Second term.

(*c*) Integral Calculus. Advanced course following Course 2 (c). Third term.

4. The work of this course will vary somewhat from year to year. Lecture courses will be given on one or more of the following subjects: Infinite series and products, analytical mechanics, differential equations, an introduction to the theory of functions. For Juniors and Seniors.

PHYSICS

Professor Loving

Associate Professor ————

1. (*a*) Elementary General Physics. This course covers in an elementary way the fundamental principles of Physics, including Mechanics, Properties of Matter, Heat, Sound, Light, Electricity and Magnetism. It is offered to meet the needs (1) of those who wish to acquire some knowledge of the simpler phenomena of Physics as a part of a general education, and (2) of those who may take up the study of medicine or some related science. For admission to this course the student must have a knowledge of Algebra and Plane Geometry equivalent to the necessary preparation for Mathematics 1.

(*b*) A laboratory course, two periods per week, two hours each. This course furnishes an introduction to the instruments and methods of quantitative measurements, and leads to a fuller appreciation of the principles and laws set forth in course 1 (a). For Freshmen and Sophomores.

2. (*a*) Advanced Physics, Mechanics, Wave Motion and Light. This course is adapted to the needs (1) of those who wish to extend their knowledge of Physics as a part of a liberal education, and (2) of those who wish to fit themselves to teach Physics in secondary schools. Much stress is laid on the quantitative relations, and hence in the lectures and in the experiments as well, free use is made of the student's mathematical attainments in the derivation and discussion of physical laws as expressed in mathematical formulae. The completion of Course 1 (a) and 1 (b) in Physics and 1 (a) in Mathematics is required for admission to this course. Completion of Mathematics 2 is recommended.

(*b*) An advanced laboratory course dealing with the subjects treated in Course 2 (a), two periods per week, two hours each. The student is given practice in adapting and assembling apparatus and in using instruments of high precision. (Not given in 1917-'18.) For Sophomores and Juniors.

3. (*a*) ADVANCED PHYSICS, ELECTRICITY AND MAGNETISM. The grade of work and the requirements for admission are the same as for Course 2 (a). This course will include a study of magnets and the magnetic properties of iron, electrical measuring instruments, batteries, electromagnetic induction and its application in dynamos and motors, power transmission, and a brief study of the electrical theory of matter. The work will be especially helpful (1) to those who wish a fuller understanding of and familiarity with the common applications of electricity in modern life, and (2) to those who propose to teach Physics in secondary schools.

Courses 2 (a) and 3 (a), with the accompanying laboratory courses, are accepted as fulfilling the Physics requirements in our best engineering schools.

(*b*) An advanced laboratory course in electricity and magnetism, two periods per week, two hours each. This instruments of both laboratory and commercial types, course will give practice in the use of high-grade and in the operation of both D. C. and A. C. dynamos and motors. For Juniors and Senoirs.

Note.—Students taking Courses 2 (b) and 3 (b) may spend a part of the assigned laboratory time in setting up and manipulating some of the more difficult qualitative or demonstration experiments; this practice will be especially advantageous to those expecting to teach.

CHEMISTRY

Professor Ryland

1. General Chemistry. An introduction to the phenomena, methods, principles, history, and practical applications of the science of Chemistry. Prerequisite Elementary Physics. Three hours of class and four hours of laboratory work a week.

2. Organic Chemistry. The compounds of carbon, with special reference to chemical syntheses of present day importance. Prerequisite Chemistry 1. Three hours of class and four hours of laboratory work a week.

3. Qualitative Analysis. The course is developed from the modern physical chemical standpoint with emphasis on the theoretical basis of analytical methods. Prerequisite Chemistry 1. Two hours of class and six hours of laboratory work a week. Not given in 1918-'19.

4. Quantitative Analysis. The standard gravimetric, volumetric and electro-chemical methods of analysis, followed by technical training adapted to the needs of the individual student. Prerequisite Chemistry 1 and 3. One hour of class and eight hours of laboratory work a week.

PHILOSOPHY AND PSYCHOLOGY

Professor Bryan

1. Logic. This course is intended to acquaint the young student with the principles of clear, consistent thinking. Exercises are given from historical and scientific essays to acquaint the student at first hand with specimens of correct expression. From time to time professors in the various departments of science are invited to deliver popular lectures on specific themes in their several

fields. These with illustrations and parallel reading in the history of natural science enable the young student to decide for himself along what lines his scientific interests lie, and at the same time clear away the confusion, which often besets the beginner in science. This course is, therefore, especially recommended to Freshmen.

(*a*) DEDUCTION is studied to show the principles of Inference in its relation to Definition, Classification, Hypothesis and its verification, and formation of subsidiary laws of natural science. The syllogism is reviewed as a form of consistent thought.

(*b*) INDUCTION is given in reference to Observation, and the canons of experimental methods in the physical sciences. Description and Explanation, Terminology and Nomenclature, Theory and Fact, the Historical and Statistical methods are treated in connection with methods of observation.

(*c*) METHODOLOGY is studied in relation to the first principles of positive science, as well as Evolution and other methods of the Biological and of the Normative sciences. Popular lectures and parallel reading in the history of science.

2. (*a*) HISTORY OF PHILOSOPHY. This course reviews the history of human thought upon the world view and social problems, beginning with the great original thinkers of Greece and tracing the development of thought through the Mediæval and Modern periods to include contemporary philosophical schools. This part of the course deals more specifically with the problems of reality and the limits of human knowledge, the categories of human thinking, and the historic theories of the world order and of the nature of man.

(*b*) History of Education. See description under Education 1.

Note.—Students majoring in Philosophy are required to take Philosophy 1 and Psychology 1 in order, before entering this course. Students majoring in Education will be accredited with the course under Education 1, in which case the course should be preceded by Psychology 1. Open as a general elective to Juniors and Seniors.

PSYCHOLOGY

1. General Psychology. This course will give a systematic and constructive presentation of the theories, concerning the consciousness of the normal human individual. Comparisons will be made with the genetic development of conscious life in general. The course is specially adapted to the cultural needs of the general student; and will prove helpful to those preparing for medicine, law, education, business, and the ministry. Practical applications are made throughout the course.

(*a*) Physiological Psychology. The relation of mind and body shows the dependence of the conscious life upon the nervous system.

(*b*) Analytical Psychology. Study of sensation with qualitative and quantitative analysis, including the relation of sensation to the sense organs and the physical environment.

(*c*) Synthetic Psychology. Constructive study of theories, concerning the complex phases of mind, including perception, association, attention, memory and imagination, action and volition, feeling and emotion, language and intellect.

(*d*) Laboratory. Experimental investigation of psychological problems, demonstration of psychic phenomena, training in introspective insight. Open to *Sophomores*. Credit four hours.

2. Will be given in 1917-'18 as Educational Psychology. For further description, see Education 5.

HISTORY AND POLITICAL SCIENCE

Professor Anderson

Associate Professor Lough

1. Mediaeval and Modern History.

(*a*) Mediaeval. Beginning with a study of the decline of the Roman Empire, the class will study the Germanic invasions, the rise of the Christian Church and its institutions, the establishment of the Carolingian Empire, the development of Feudalism, the Crusades, the rise of national states.

(*b*) Modern. The second half of the year will be taken up mainly with a review of the leading events of the Renaissance, the Reformation, the development and rivalries of states, the work of the "benevolent despots."

Three hours a week throughout the year. Two sections.

This course is required for all candidates for the degree of Bachelor of Arts.

2. Europe Since 1789. The work of the first year will be followed by a somewhat comprehensive study of the last century and a quarter. Students interested in recent European History and movements, particularly the background and causes of the "great" war, will profit by taking this course.

(*a*) The French Revolution and Napoleon. This portion of the work will cover one-third of the session.

(*b*) The Nineteenth and Twentieth Centuries. An effort will be made in the six months assigned to this part of the course to give careful attention to the Metternichian System and Holy Alliances, the European Revolutions, the spread of popular government, the enormous economic changes of the last hundred years, the eastern and colonial problems, and the European War.

Three hours a week throughout the year. Two sections.

This course alternates with History 3 and will not be given in 1917-'18.

3. English History. The leading movements of English History from Roman times to the present will be traced, with increasing attention, as we approach the present, to the things that count for an understanding of current English problems and politics. Matters that are significant in the formation of American institutions will be stressed.

This course will alternate with Course 2 and will be given in 1917-'18.

Three hours a week throughout the year.

This course is required for all students majoring in English.

4. American History. The main lines of political, constitutional, and economic development since 1750 will be followed. Emphasis will be placed on the social forces which have brought things to pass, and on the events which have counted in the building of our present civilization. The course may be subdivided as follows:

(*a*) The American Revolution and the Rise of Parties.

(*b*) The Civil War and Reconstruction.

(*c*) Contemporary History. Political and Economic Readjustment.

Three hours a week throughout the year.

This course is intended primarily for Juniors and Seniors.

5. Virginia History. The founding of Virginia, Virginia as a colony, the Revolutionary struggle, the formation of constitutions, Slavery, Secession and Reconstruction, and the economic revival since 1865 will be some of the subjects considered in this class. The biographies of the most eminent statesmen, religious leaders, and educators will be touched upon. The objects of the course are, in the main, two: to afford students an opportunity to gain a knowledge of the History of the Old Dominion, and to encourage the development of historical scholarship among us.

Three hours a week throughout the year.

For Juniors and Seniors.

Note.—The insistent demand for courses in History which lead up to the causes and events of the Great War has made it desirable to change somewhat the order of courses in the History Department at Westhampton College. Course 1 *next year* (1918-'19) *will be therefore English History, emphasizing in the first term political events and social conditions from the earliest period to the sixteenth century; the second term deals with religious and constitutional changes in the sixteenth, seventeenth and eighteenth centuries; in the third term there is time given for a somewhat detailed study of the nineteenth and twentieth centuries with emphasis on the causes and events leading up to the beginning of hostilities in* 1914.

POLITICAL SCIENCE

1. American Government will be discussed, National, State, and Local, both in theory and practice. Special topics are assigned for investigation, and parallel reading is required. Considerable attention will be given to current problems. Not given in 1918-'19.

(*a*) National Government. Origin, colonial experience, Federal Constitution, the President, Congress, Judiciary Departments, Political Parties, current problems.

(*b*) State Government. Constitutional basis, the Executive, the Legislative, the Courts. Particular attention will be given to the institutions and problems of Virginia.

(*c*) Municipal and Rural Government. The American city, history, organization, reform movements, such as the Commission and the City Manager plans; the town, county, village. For Sophomores and Juniors.

2. The Principles of Political Science and Comparative Government.

(*a*) The Principles of Political Science. Under this head such subjects as the origin of the state, classification of states, the forms of government, distribution of powers, the functions of modern government will be treated.

(*b*) Comparative Government. The governments of Great Britain, France, Germany, Italy, etc., will be described.

(*c*) Current problems will be discussed in their relation to political theory. An effort will be made during the whole year to articulate important happenings of the day with the course of study, but during the last term particular attention will be given to several problems of present interest. Course 2 will not be given in 1917-'18. For Sophomores and Juniors.

THE J. TAYLOR ELLYSON MEDAL FOR RESEARCH IN VIRGINIA HISTORY

Particular attention of students in the department of History and Political Science is called to a medal offered by Hon. J. Taylor Ellyson, Lieutenant-Governor of Virginia and President of the Board of Trustees of Richmond College, for the best original investigation in some unworked field of Virginia History. Entrance into the contest for this medal gives a very valuable opportunity for ambitious students to learn something of scholarly methods and to gain some conception of the attractiveness of independent work.

BIOLOGY

ASSOCIATE PROFESSOR VICK

1. GENERAL BIOLOGY. This course is designed for students who wish to get a comprehensive view of the various types of animal and plant forms as well as the fundamentals underlying the great principles governing modern biology. Special attention is given to the discussion of such topics as the interdependence of organisms, organization and phylogeny, heredity and variation, natural selection and adaptation, the life cycle, metamorphosis and regeneration. The laboratory work takes up the study of the cell as a biological unit, and of the structure, development and life processes of representative types of the larger groups of the animal and plant kingdoms.

   Lectures and recitations three hours a week, laboratory four hours a week throughout the year.

   Credit, four hours—primarily for Sophomores.

2. ZOOLOGY. Preparatory to human anatomy and medicine.

   (*a*) MORPHOLOGY OF INVERTEBRATES. A brief survey of the lower forms of animal life. The lectures deal with the life processes, adaptations and relationships of in-

vertebrate animals, morphology and development, and the principles of zoology. In the laboratory types of invertebrates not considered in Biology 1 are studied in detail.

(*b*) Morphology of Vertebrates. A comparative study of the various systems of organs of vertebrate animals with reference to their structures, development and homologies. In the laboratory representative types, as the dogfish, turtle, bird, and cat, are dissected.

(*c*) Embryology and Histology. Study of the development of the chick, the principles of microscopy and the preparation of histological material. Lectures deal with the development of sexual cells, cleavage of egg, formation of the principal organs of the body and the differentiation of tissues. In the laboratory the student will prepare his own microscopical slides.

Lectures two hours a week, laboratory six to eight hours a week throughout the year. Biology 1 prerequisite. Credit, four hours. For Juniors and Seniors.

3. General Morphology of Plants.

(*a*) Morphology of the Thallophytes and Bryophytes. This takes up the structure, development and relationships of representative plants among the Algae, Fungi, Liverworts, Mosses. Special attention is given to the molds, rusts, mildews and others of economic importance.

(*b*) Morphology of the Pteridophytes. Representatives of the fern plants and their allies are studied with reference to the form and structure of their reproductive organs, life histories and relationships to higher plants.

(*c*) Morphology of the Spermatophytes. The flowering plants, Gymnosperms and Angiosperms are considered with reference to their general structure, adaptation, life processes, evolution and distribution. A part of the time will be spent in becoming acquainted with the local flora.

Lectures and recitations two hours a week, laboratory and field work four to six hours a week throughout the year. Credit, four hours. Biology 1 prerequisite. For Juniors and Seniors.

4. General Entomology. A study of the characteristics of the various orders, suborders and the more important families of insects, and the habits and life histories of representative species. Attention will be given to the more important pests and methods of control. The structure and classification of insects will be taken up in the laboratory, together with field observations on the habits of insect pests.

Lectures and recitations two hours a week, laboratory four to six hours a week throughout the year. Credit, four hours. Biology 1 prerequisites. For Juniors and Seniors.

GEOLOGY

1. (*a*) Dynamical and Structural Geology. This course includes a study of the atmospheric, aqueous, igneous and organic agencies, and the results produced by them on the earth's surface.

(*b*) Historical Geology. This considers briefly the hypotheses for the origin of the earth, the principles of sedimentation, distribution and character of sediments of each geologic period, also the geographic changes of the North American continent. A careful study is made of the climate and life of each period. The lectures will be illustrated by use of lantern slides, topographical maps, and museum specimens.

Lectures and recitations two hours a week, supplemented by field excursions to various geological formations in the vicinity of Richmond. Chemistry 1 and Biology I prerequisites. Credit, two hours. Juniors and Seniors.

ECONOMICS

Assistant Professor Davidson

1. The Principles of Economics. A survey of the principles of Economics is made with special reference to the problems of modern industrial and financial life. Lectures will be supplemented by assigned readings and reports. For Sophomores and Juniors.

2. Special Topics. This course is designed for those who have had a grounding in the principles of the science. A careful study of Distribution is followed by courses in Money and Banking, Labor Problems, and Public Finance, or Business Organization. Papers are assigned students for research and an examination of business conditions as they exist in Richmond. Thus theoretical training goes hand in hand with practical demonstration. The object is to make the student thoroughly familiar with fiscal and financial operations. For Juniors and Seniors.

EDUCATION

Professor Bryan

Note.—Courses in Education are open to juniors and seniors. After 1917-'18 Psychology 1 will be a prerequisite.

1. The Principles of Education. This course examines the educative process from three points of view: Namely, the Individual, emphasizing the original nature, nervous system, sensory training, motor and moral train-

ing, individual differences, habit formation and thought processes; (2) Social determination of aims and values, democratic demands, institutions and processes, and the social principles involved in the organizations of a program of studies; (3) The general nature of method in teaching and supervision, organization and standards of instruction, evaluation and measurements.

2. The History of Education. The history of education is, in a sense, the history of civilization from the thought side including philosophic theories and their institutional practices. It is the aim of this course to show this relationship in development. The three chief periods to be emphasized are the Greek and Roman; the Middle Ages, noting especially Scholasticism and the Renaissance; and The Modern period with particular attention to the Naturalistic, the Psychological, the Scientific and Sociological tendencies.

Note.—See Philosophy 2.

3. Secondary Education. The aim of this course is to train high school principals and teachers. Special emphasis will be given to the organization, administration, and methods in the secondary school. The course will deal in the details of the origin and adaptation of the American secondary schools, their relation to the elementary schools, the social demands and to the colleges; also with the internal organization of courses, curricula, physical equipment and the administration of various school activities. Considerable emphasis will rest upon the educational implications of adolescence and on the high school studies, including principles of methods.

4. The Administration and Supervision of Public Education. This course deals with the rise and development of the secular school system in the United States and the proper administration and supervision of same with special emphasis upon the State of Virginia. The chief topics are: the state, city, county, or division units and the qualifications of officers and teachers; taxation, distribution of funds, consolidation, and certification of teachers; types of schools, gradation and promotion, special classes, retardation and elimination, improvement of teachers in service, the function of supervision and the use of educational scales.

5. Educational Psychology. This course deals in the first place with a genetic study of the evolution of animal mind compared with the development of child intelligence, furnishing the background for consideration of the various forms of learning in the school room. Among the topics are: instinct, growth and development, play, types of learning and individual difference. (2) The learning process, the laws of habit formation, processes of perception, imagination, association, interest, attention, judgment and reasoning, fatigue and transfer of learning. (3) Educational tests and measurements historically developed and practically applied in school room observation.

Note: See Psychology (2).

SOCIOLOGY

Associate Professor Bryan

1. (*a*) Principles of Sociology; the social theory, methods, and problems of modern life; the structure and evolution of society; the progress of civilization, with special reference to modern times, and the rise and development of democracy; the nature and end of society. Text-book; lectures; assigned topics. Prerequisite, History 1.

(*b*) History of movements for social reform; study of poverty, its causes, control and cure; charity organizations; the criminal, the defective, and dependent classes; causes and character of crime and the criminal; development of criminology.

(*c*) Christianity in its social bearings, with special reference to life and problems of the modern city. For Juniors and Seniors.

ENGLISH BIBLE

PROFESSOR ————

The aim of these courses is to put the student into possession of a first-hand working knowledge of the Bible, and to create an interest in Biblical and religious study, thus opening the way for a permanent interest in the prosecution of these vital themes. The Bible text is used as the basis for class work and discussion.

1. OLD TESTAMENT HISTORY AND LITERATURE:

(*a*) History of the Hebrews to the Disruption of the Kingdom; the origin of the Hebrews, their relation to other Semitic peoples, their early religious and political institutions; and the character and contents of the historical books.

(*b*) History of the Hebrews from the Disruption of the Kingdom to the Restoration; the relation of the Hebrews to other nations of the period; and the rise and development of prophecy.

(*c*) History of the Restoration and subsequent times; the Hebrew Wisdom Literature as seen in Job, Proverbs and Ecclesiastes. The rise, development, and final forms of lyric poetry among the Hebrews, with studies of representative forms.

Three times a week throughout the year.

2. New Testament History and Literature:

(*a*) A brief survey of the Persian, Greek, Jewish, and Roman ages; the world into which Jesus came; currents of life and thought; the social, ethical, and religious conditions, and preparations for Christianity.

(*b*) An historical and synoptic study of the life of Jesus; topical studies of various phases of Jesus' teachings, together with their social and ethical implications with reference to problems of to-day.

(*c*) Study of the thought and life of the Apostolic Age as presented or reflected in the book of Acts and the Epistles; Paul's life and letters, and his influence upon his times; and the development of early Christian institutions and customs.

Three times a week throughout the year. Bible 2 will be given in 1918-'19.

DEPARTMENT OF HEALTH, ATHLETICS AND GYMNASTICS

Fanny Graves Crenshaw, *Director*

The health of the students is under the care of a Health Committee, consisting of the Dean of the College, The College Physician and the Director of Athletics and Gymnastics.

Every resident student must be examined each year by the College Physician and by the Director of Athletics and Gymnastics with reference to strength of heart and lungs, orthopoedic or functional defects or weaknesses, and general health and physical development. On the basis of such examinations her physical exercise is assigned her. Where defects or irregularities are found the student is requested to see a specialist, or given special exercises, or required to return to the College Physician for further examination and treatment.

Every resident student who is not excused by the College Physician is required to take four periods of exercise a week. From December first till May first two of these periods each week must be taken under the supervision of the Director of Athletics. Students may take part during the year in the following forms of exercise organized by the Athletic Association under the Director: in the autumn, tennis and hockey; in the winter, gymnastics, folk dancing, and athletic games; in the spring, basketball, track athletics and tennis. In addition, cross-country walks are organized at intervals.

All resident students are members of the Athletic Association. Non-resident students may take part in the athletic activities by joining the Association and taking the medical and physical examination required of resident students. Every student while exercising in the gymnasium should wear a regulation suit consisting of white middy and bloomers of her class color.

THE DEPARTMENT OF ENGLISH SPEECH

Miss Emily Freeman Brown

Voice Training and the Principles of Articulation.

This course comprises a thorough and practical study of the technique of the voice. The means of instruction for improving the quality of the speaking voice, and for acquiring a correct production are pointed out. Special attention is paid to breath control, development of resonance, purity, flexibility, and to eradication of faults in the use of the voice. The common errors of articulation constantly heard in every day speech are clearly defined and faulty pronunciation corrected.

Lectures in connection with practical work are given on expressive voice culture, literary interpretation, reading as a fine art, platform art and physical culture and pantomime. The course is one hour per week for the year, and may be taken throughout the college course. In those cases in which the class work is supplemented by private lessons and special dramatic training, an individual fee is charged.

MUSIC

F. Flaxington Harker, *Director*

Mrs. F. F. Harker

Mrs. F. D. Hequembourg

The Department of Music is under the guidance of competent and skilled musicians of wide practical experience. Instruction, both practical and theoretical, will be given in piano, voice culture, violin, harmony and theory, choral music, and in special subjects when occasion demands.

In order that the best results may be obtained, each pupil is given individual instruction in the piano, violin, and vocal departments, class work being confined to the theoretical branches.

Students in this department must have attained a fair degree of technical proficiency before entering the piano or vocal branches; a previous knowledge of the theoretical subjects, while not essential, is nevertheless desirable.

Richmond is rapidly taking rank as one of the acknowledged music centers of the country, and provides a number of excellent concerts each season, giving students the opportunity of hearing good music at frequent intervals and without interruption in their college work.

PIANOFORTE

General course in technique and interpretation. Individual lessons adapted to the ability of the student. Studies of Czerny, Cramer, Bach's two and three-part Inventions; Sonatas by Mozart and Beethoven, Salon and Recital music.

ORGAN

No student is admitted to this course until a satisfactory knowledge of pianoforte playing has been acquired. The work includes technique, touch, phrasing, registration and interpretation.

Studies selected from representative classic and modern composers according to the requirements of the student.

VOICE CULTURE

Proper placing of the voice, correct habits of breathing, enunciation, phrasing, etc., careful development of tone with the study of songs judiciously selected from standard and modern song writers.

Two lessons a week.

VIOLIN

Mrs. Hequembourg's course of study is that used by the foreign conservatories. It is very comprehensive and includes the Standard Studies. Salon Pieces and Concertos of the various schools. The academic material is used in the first grades, later the Italian masters are given for the Cantabile Style, the French for lightness and dexterity, the old masters (Bach, Beethoven, Mozart and Handel) for phrasing, breadth and general musicianship.

Besides Concertos, the student is strongly urged to study sonatas and other ensemble work. Ample opportunity will be afforded violin students for practice in this important branch.

THEORETICAL

(*a*) HARMONY: The foundations of musical theory are embodied in the study of Harmony, which treats of chords in their natural relations and combinations. The work consists of Diatonic and Chromatic Harmony in major and minor analysis. Harmonization of melodies and basses. Composition of simple pieces. "Modern Harmony," by Foote and Spaulding, is used as the basis of instruction with supplementary illustrations from other standard works.

(*b*) COMPOSITION AND COUNTERPOINT: Detailed study of melody, rhythm, elements of form, contrapuntal treatment of voice parts, imitation and modulation. More advanced writing of music in the different classic forms. For students who have taken course (a). In both of these studies it is necessary for the student to have fair proficiency in pianoforte playing.

APPRECIATION OF MUSIC

No preliminary training required. The purpose of this course is to furnish an intelligent basis for the appreciation of masterpieces of all branches of musical composition. Study of the simple elements of form as exemplified in the folk-songs and dance-tunes of various countries. A general survey of the historical development of music from the earliest times to the present.

THE LIBRARY

MARION G. RYLAND, B. A., B. S., *Librarian*

LUCY T. THROCKMORTON, *Assistant to the Librarian*

MARY LETT AND MARY PORTER
Student Assistants

The College Library occupies the southern wing of Ryland Hall. It is one hundred and three feet long, thirty-two feet wide, and, with its vaulted arched ceiling, twenty-three feet high. The interior is panelled in Flemish oak, and the book-cases arranged in alcove plan. There is, at each end, a five-fold Gothic window of striking size and beauty, and in each alcove a casement window, the whole affording natural light at all hours of the day. In convenience and harmony of effect, the Library is the culmination of the Collegiate Gothic, that exquisite perpendicular type made familiar by the English colleges, to which all the College buildings strictly conform.

It contains about twenty-five thousand volumes, not including pamphlets, arranged and catalogued by the Dewey System. The most recent and useful bibliographical aids are provided, and the best periodicals and reviews, daily and weekly papers are currently received. As a depository of the United States Government, the Library acquires annually hundreds of publications especially valuable for reference in Social and Political Science. The students have direct access to the shelves during ten hours of each day, and the Librarian and assistants are always on hand to give help in any line of reading or research.

For the convenience of the undergraduates of Westhampton College, there is also maintained in the Reading Room at Westhampton, a well selected reference Library.

The College counts itself peculiarly fortunate in having close by several great collections of books which materially increase its Library resources. Through the courtesy of the officials, the one hundred thousand volumes of the Virginia State Library and the unique collection of the Virginia Historical Society have been made accessible to our students, both for consultation and withdrawal. These afford exceptional facilities for research, not only in general subjects, but especially in Virginia and American history. It should also be mentioned that our nearness to Washington enables us to make constant use of the Congressional Library. In a few hours, the Reference Librarian can obtain rare books and pamphlets invaluable for theses and debates.

THE THOMAS LECTURES

These Lectures are provided for by "The Thomas Museum Lecture Endowment" of $11,000 donated by his family in memory of the late president of the corporation, James Thomas, Jr. They are delivered annually by eminent men of our own and foreign countries on Science, Philosophy, Art or Literature, and by special provision are open to the public without charge. The following distinguished scholars have delighted large audiences and greatly stimulated literary and scientific research:

Charles A. Young, Ph. D., of Princeton; H. Newell Martin, Ph. D., of Johns Hopkins University; W. T. Harris, LL. D., United States Commissioner of Education; President D. C. Gilman, LL. D., of Johns Hopkins University; Professor Robert Y. Tyrrell, M. A., University of Dublin, Ireland; Horace H. Furness, Ph. D., LL. D., of Philadelphia; Professor C. T. Winchester, A. M., of Wesleyan University; Professor Albion W. Small, Ph. D., of Chicago University; President G. Stanley Hall, Ph. D. LL. D., of Clark University; Professor J. Henry Breasted, Ph. D., of Chicago University; President Woodrow Wilson, Ph. D., LL. D., of Princeton University; President

Benjamin Ide Wheeler, Ph. D., LL. D., of the University of California; Hamilton Wright Mabie, LL. D., of New York; Sir Robert Ball, of Oxford; Professor Henry Van Dyke, LL. D., of Princeton; Mr. Lorado Taft, of Chicago; Professor Arlo Bates, of the Massachusetts Institute of Technology; Professor John B. Clarke, LL. D., of Columbia University; Professor Josiah Royce, Ph. D., LL. D., of Harvard University; Professor W. P. Trent, LL. D., of Columbia University; Professor B. L. Gildersleeve, Ph. D., LL. D. of the Johns Hopkins University; Mr. Walter H. Page, editor of the *World's Work;* Professor H. Morse Stephens, LL. D., of the University of California; Professor Bliss Perry, L. H. D., editor of *The Atlantic Monthly;* Professor Francis W. Kelsey, Ph. D., President of the Archaeological Institute of America; Professor J. Howard Gore, Ph. D., LL. D., of Washington; Professor Edouard Meyer, Ph. D., of the University of Berlin; Mr. F. M. Chapman, Curator of Ornithology, Metropolitan Museum, of New York; Professor R. G. Moulton, Ph. D., of the University of Chicago; Dr. Harvey W. Wiley, of Washington; Professor William Lyon Phelps, Ph. D., of Yale University; President George E. Vincent, Ph. D., of the University of Minnesota; Jacques Loeb, Ph. D., Sc. D., M. D., of the Rockefeller Institute, and Professor Jeremiah W. Jenks, Ph. D., LL. D., of New York University; Professor Robert A. Millikan, Ph. D., D. Sc., of the University of Chicago; Dr. Wallace.

THE ANN FLORENCE FRAZER FUND

This fund of $3,000.00, given by Robert Frazer, LL. D., of Washington, D. C., in memory of his wife, provides annually for a course of lectures in Westhampton College on "Duties and Obligations of Motherhood."

TERM REPORTS

Term reports are sent to parent or guardian at the end of each of the three terms. This includes a record of the student's class and examination standing, together with such other information

as may be deemed important. Whenever it may seem desirable more frequent reports are sent. By prompt and judicious attention on the part of those to whom they are addressed, these reports may be made of great value in promoting improvements and sustaining a just discipline.

CLASS STANDING AND EXAMINATIONS

The standing of student in classes and in examinations is indicated as follows: Students making a passing grade in any study are divided into three groups, designated by the letters *A, B, C,* respectively. The letter *A* opposite a student's name indicates that her work for the term, including examination, has been very good; *B,* that it has been good; *C,* that it has been fair. The letter *D* indicates that her work has been unsatisfactory, and that she is conditioned on the subject for the term. Grade *E* indicates failure.

Besides frequent oral and written tests, there are held in every class three general written examinations at the close of the fall, winter, and spring terms, respectively. All examinations are limited to three hours. Recitations and lectures are suspended during the examination period. The valuation of examination papers is equitably combined with the average of the student's class standing for the term. If the condition (D) on the work of a term is not removed, the term's work, to be credited, must be taken a second time.

All candidates for College honors of any kind are expected to maintain a passing grade in their classes. This grade is expected of every student who wishes to appear before the public in a representative capacity, as member of or manager of any team, or as representative of any college organization.

Students who fail to make the regular examination, or for any reason do not stand these examinations, have no right to pass to the next higher class in a department. Special examinations may be granted only by a vote of the Faculty.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The candidate for a bachelor's degree is required to attain sixty hours, an hour being the value of one class-hour of work per week through the year. Each class, unless otherwise stated, counts three hours. A laboratory period of two hours is equivalent to one-half of a class hour. Fifteen hours per week are regarded as the standard amount of work, twelve hours the minimum, and eighteen hours the maximum. The sixty hours required are distributed as follows:

I. Courses required of all candidates for the degree:

Latin 1, three hours, taken in the Freshman year.

Mathematics 1, three hours, taken in the Freshman year.

English 1 and 2, six hours, taken in Freshman and Sophomore years.

History 1, three hours, taken in Freshman or Sophomore year.

Chemistry 1, four hours, taken in Freshman or Sophomore year.

Physics I or Biology I, four hours, taken in Sophomore or Junior year.

German 2 or French 2, three hours, taken in Freshman or Sophomore year.

French 1 or German 1, three hours, taken in Sophomore or Junior year.

(This required work makes a total of twenty-nine hours.)

II. The student must, before the end of the Sophomore year, choose two *major subjects* from the following list:

(1) Twelve hours in Latin.

(2) Twelve hours in Greek.

(3) Nine hours in Mathematics.

(4) Twelve hours in English and six hours in History.

(5) Twelve hours in History.

(6) Nine hours in Philosophy.

(7) Twelve hours in one Science (Physics, Chemistry, or Biology) and four hours in either of the other two.

(8) Fifteen hours in French and German.

III. The remaining thirteen hours (or fourteen hours for students who take a science major) may be chosen at will, except that only three of these hours may be selected from Freshman courses.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

I. Courses required of all candidates for the degree:

Mathematics 1 and 2, six hours, taken in Freshman and Sophomore years.

English 1 and 2, six hours, taken in Freshman and Sophomore years.

Philosophy 1, three hours, taken in Freshman or Sophomore year.

Physics 1, four hours, taken in Freshman, Sophomore or Junior year.

Chemistry 1, four hours, taken in Freshman, Sophomore or Junior year.

Biology 1, four hours, taken in Freshman, Sophomore or Junior year.

French and German, nine hours, taken in the Freshman and Sophomore years.

(This required work makes a total of thirty-six hours.)

II. The student must, before the end of the Sophomore year, choose two *major subjects* from the following list:

(1) Nine hours in Mathematics.
(2) Twelve hours in Physics.
(3) Twelve hours in Chemistry.
(4) Twelve hours in Biology.

(This completes the sixty hours required for the degree.)

Note.—The number of hours required for a major includes the hours previously specified in that subject.

It is the purpose of the Trustees to offer, as soon as practicable, the degree of B. S. in Education.

THE DEGREE OF MASTER OF ARTS (M. A.)

The applicant for the degree of Master of Arts must previously have met all requirements for the Bachelor's degree. In addition to this, she must obtain from the Dean at the beginning of the session, in which she expects to take the M. A. degree, formal approval of her course of study, which shall constitute a full year of work, none of which shall have been offered for the Bachelor's degree. This course must include such advanced classes as may be approved by the Committee on Advanced Standing. No part of the work offered for the M. A. degree shall be done in absentia.

Each candidate for the Master's degree must submit to the Dean, at least six months before the date at which the degree is to be conferred, a written statement of the general subject of the thesis, accompanied by the written approval of the professor under whom the work is to be pursued. The candidate for the degree must submit to the Dean, not later than May 15th preceding the close of her course of study, a typewritten or printed thesis on some topic within the field of her year's work. This thesis must show an intelligent grasp of subject and the power of original investigation.

The holder of a Bachelor's degree from another institution of learning who enters Richmond College as a candidate for the degree of Master of Arts, must first satisfy the Dean that her previous scholastic work is equivalent in amount and quality to that required for the Bachelor's degree in this institution. She will then be accepted as a candidate for the M. A. degree, on the conditions prescribed for graduates of this college.
All theses, accepted in partial fulfillment of the requirements weight and quality, on only one side of the paper. The sheets must be of the standard letter size, 11 x 8½ inches, and there must be a margin of not less than one inch on each side and at the top and bottom of the page. The sheets must be securely riveted in a manila cover, the cover being imprinted as the title page.

The completed thesis, presented for the Master's degree, must be deposited with the Dean not later than May 15th, and must be accompanied by a written statement of approval from the professor under whose direction the work was done. All theses, accepted in partial fulfillment of the requirements for the degree of Master of Arts, shall become the property of the College Library, and shall be kept there for reference uses. A carbon copy shall be presented to the professor who directed the work. A suggested form of title page may be seen on request of the Librarian.

Expenses of College Year

The charges for a student resident in the College vary from $360.00 to $440.00. The variation is caused by size and location of room. All rooms are equipped with furniture of the same quality, and are heated with hot water and lighted by electricity. The charges named include matriculation, tuition in all subjects except music, medical attendance by College physician, general services of graduate nurse resident in dormitories, board, rent of furnished room, heat, light, and laundry (one dozen plain pieces weekly). Students care for their own rooms. The student's bill is payable half at entrance and half January 5th.

All students pay a contingent fee of $5.00 from which is deducted any charges for medicines, laboratory breakage, etc., the balance being refunded at the end of the session.

Students who do not reside in the dormitories pay a matriculation fee of $25.00 and a tuition fee of $100.00. These fees are payable $75.00 at entrance and $50.00 January 5th.

A major scholarship reduces the student's charges by $100.00. A minor scholarship reduces the charges by $50.00. Upon request the Dean will furnish list of single and double rooms with charges attached.

FEES IN MUSIC AND SPECIAL CHARGES

Piano, Director	$80 00
Piano, Associate Teachers	60 00
Voice	70 00
Pianos for practice one hour daily	10 00
Laboratory fee, Biology, Physics, each	5 00
Laboratory fee, Chemistry	10 00
Diploma fee at graduation	5 00

Fees in music are payable half at entrance and half January 5th. No refund is made if music is dropped in middle of a term. Laboratory fees are payable at entrance. The diploma fee is payable thirty days preceding date of graduation.

NOTES

Students are matriculated for a full session. In the event of withdrawal on account of the student's sickness, proportionate deduction will be made in charge for board, but not in other charges nor for other cause.

No diploma is granted until all charges are satisfactorily settled.

When two or more students enter from the same family a discount of five per cent. is allowed on all college charges, but students holding scholarships are not granted further reduction of fees.

While there is no extra charge for the regular class instruction in expression, students who desire individual training at special hours will arrange terms with the teacher.

ROOMS

Application for room should be made to the Dean of the College. In order to engage a particular room an advance payment of ten dollars is required. This payment will be credited on the college bill, or will be refunded at any time prior to September 1st of the current year if the student wishes to release the room.

FURNITURE

The College supplies students' rooms with bedstead, mattress, pillows, pair of blankets, counterpanes, sheets, and pillow cases, dresser, wardrobe closet, chairs and rug. Each student furnishes her own towels, soap, napkins and napkin ring. Lavatories with individual wash-bowls and bubble drinking fountains are convenient to every room.

Trunks and other baggage should be plainly marked with name of owner.

SCHOLARSHIPS

The corporation holds a few endowed scholarships for the use of meritorious students in Westhampton College. A scholarship pays the annual tuition of $100.00. Award is invariably for not more than one year at a time.

Applications for scholarships should be addressed to the President of Westhampton College, Richmond College, Va. Most of the scholarships are awarded at an annual meeting of the Scholarship Committee on July 1st.

The committee in charge has general instructions, in making its award of all Aid Funds, to give the preference:

I. To applicants already at College, who have maintained a good standing, both in character and study.

II. To other fully prepared applicants who shall present satisfactory testimonials from the school last attended, or from other persons who have had opportunity to judge, certifying to their health, attainments, habits of study and moral character.

III. To those of either class who give reasonable assurance that they will complete a course of study leading to one of the degrees of the College.

The recipients of aid are expected to prove, as students, not only above censure in all respects, but actively helpful to the College by example and by earnest work.

REGULATIONS CONCERNING USE BY DONORS OF SCHOLARSHIPS IN WESTHAMPTON COLLEGE

Additional scholarships are earnestly solicited. For the information of prospective donors the following regulations are printed:

1. A scholarship becomes available for use when not less than two thousand dollars has been paid into the College treasury. This sum may be paid at one time or in installments.

2. A scholarship pays the annual tuition of the holder. This fee is at present one hundred dollars, which is therefore the present annual value of a scholarship.

3. Recipients of scholarships must meet the usual entrance requirements that are demanded of students who pay tuition.

4. Donors of scholarships who wish to nominate students to receive the benefit of their scholarships are informed that it is a rule of the College to make its appointments for one year at a time, and then repeat the appointment as often as may be needful and desirable.

5. Donors of scholarships are requested to nominate beneficiaries by July 1st preceding the opening of the session when the scholarship is to be used, and to notify the President of the College of the nomination. If the donor has reported no nomination by September 1st, the College will appoint a beneficiary for the current session.

List of Students

SESSION 1917-'18

(The year given is the time of entrance)

ADKISSON, SALLIE W. (1916)—16.....Clover, Va.
From Danville High School, Danville, Va.

ALLEN, NETTIE VIRGINIA (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

ANDERSON, SALLIE (1916)—13 .....Charleston, S. C.
From Memminger High School, Charleston, S. C.

BAUGHMAN, MARY B. (1917) .....Richmond, Va.
From Richmond Female Academy, Richmond, Va.

BELCH, MAYBELLE (1917) .....Newport News, Va.
From Newport News High School, Newport News, Va.

BLACKWELL, MARY CAROLINE (1917) .....Sunnybank, Va.
From Reedville High School, Reedville, Va.

BLAND, LUCILLE (1916)—15 .....Jamaica, Va.
From Woman's College, Richmond, Va.

BOLTON, MABEL CLAIRE (1917) .....Kimballton, Va.
From Pearisburg High School, Pearisburg, Va.

BRAGG, JANETTE (1917) —8.....Mexico, Mo.
From Hardin College.

BRIGGS, SUE BROWNE (1917) .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

BROADDUS, CAROLYN D. (1916)—14.5 .....Louisville, Ky.
From Louisville Girls High School, Louisville, Ky.

BROCKENBROUGH, ELIZABETH BLAND (1914)—47.Richmond, Va.
From Miss Morris's School, Richmond, Va.

BROWN, CATHERINE CRAIGHEAD (1917) .....Martinsville, Va.
From Martinsville High School, Martinsville, Va.

BROWN, JULIETTE FAUNT LE ROY (1915)—25 .....Novum, Va.
From West Point High School, West Point, Va.

BROWN, LUCILLE WOODFORD (1917) .....Williamsburg, Va.
From Williamsburg High School, Williamsburg, Va.

BUNDICK, EVELYN ELIZABETH (1916)—3.....Onancock, Va.
From Onancock High School, Onancock, Va.

BUNDICK, VIRGINIA DELL (1915)—34.....Culpeper, Va.
From Bridgewater College, Bridgewater, Va.

BURGESS, ROSE CLAGETT (1917) .....Richmond, Va.
From Orange High School, Orange, Va.

BURNS, NELL (1918) .....Lebanon, Va.
From Ward-Belmont, Nashville, Tenn.

CAMP, ELIZABETH FOUNTAIN (1914)—12.....Franklin, Va.
From Franklin High School, Franklin, Va.

CARVER, RUTH (1916)—17 .....Louisville, Ky.
From Louisville Girls High School, Louisville, Ky.

CHAFFEE, KATHERINE LOUISE (1918) .....Chattanooga, Tenn.
From Chattanooga High School, Chattanooga, Tenn.

CHAPPELL, MARTHA HANNAH (1914)—47.....Richmond, Va.
From John Marshall High School, Richmond, Va.

CLAY, LEONE (1916)—6 .....Selma, Ala.
From Selma High School, Selma, Ala.

CLAY, MARY FRANCES (1914)—20.....Selma, Ala.
From Alabama Technical School, Montevallo, Ala.

COLLINS, MAIE ADDISON (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

COOK, ALICE LOUISE (1914)—50 .....Richmond, Va.
From Newport News High School, Newport News, Va.

CREWS, CHARLOTTE CRENSHAW (1917) .....Danville, Va.
From Danville High School, Danville, Va.

CROWDER, MARIE (1916)—12 .....Covington, Va.
From Covington High School, Covington, Va.

CULBERT, WILLIE MAY (1917) .....Marion, Va.
From Washington College, Washington, D. C.

DAVIS, KATIE MAY (1914)—40 .....Richmond, Va.
From Highland Park High School, Richmond, Va.

DECKER, ANNA CAUTHORN (1915)—13 .....Lahore, Va.
From Lahore High School, Lahore, Va.

DECKER, MARY GRESHAM (1914)—44 .....Lahore, Va.
From Roanoke Institute, Danville, Va.

DILLARD, RUTH JUSTICE (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

DORSEY, LEONORA AZELIA (1917) .....Richmond, Va.
From Chester Agricultural High School, Chester, Va.

DUDLEY, MARY BEVERLEY (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

DUNCAN, JULIA RUE (1917) .....Newport News, Va.
From Newport News High School, Newport News, Va.

DUVAL, ELIZABETH E. (1913)—48 .....Vinita, Va.
From John Marshall High School, Richmond, Va.

EDMONDS, MAY EMERY (1914)—44 .....Accomac, Va.
From Accomac High School, Accomac, Va.

ELLIOTT, ROSA BRYAN (1917) .....Machipongo, Va.
From Frankton-Nassawadox High School, Va.

ELLIS, EVA WYNN (1917) .....Rio Vista, Va.
From John Marshall High School, Richmond, Va.

ELLYSON, ELIZABETH WALKER (1915)—47.....Richmond, Va.
From Randolph-Macon Woman's College, Lynchburg, Va.

ELSEA, MYRA ELIBABETH (1917) .....Berryville, Va.
From Berryville High School, Berryville, Va.

EUBANK, ROSE ELIZABETH (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

EVANS, LOUISE (1915)—9 .....Clio, S. C.
From Clio High School, Clio, S. C.

EVERETT, ELIZA HOLLAND (1917) .....Holland, Va.
From Holland High School, Holland, Va.

EVERETT, STUART (1917)—3 .....Holland, Va.
From Southern Seminary.

FEILD, ISABELLE MOSS (1915)—30 .....Stony Creek, Va.
From Jarratt High School, Jarratt, Va.

FLEMING, MARY WINIFRED (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

FREEMAN, JEANETTE WOLCOTT (1916)—12.....Oak Ridge, Va.
From Virginia Randolph Ellett's School, Richmond, Va.

GAINES, ELIZABETH PENDLETON (1914)--32, Richmond College, Va.
From Woman's College, Richmond, Va.

GARDNER, EMILY (1914)—45 .....Franklin, Va.
From Franklin High School, Franklin, Va.

GARNETT, ALICE ROSALIE (1917) .....Rapidan, Va.
From Roanoke Institute, Danville, Va.

GARST, LULA WOODS (1914)—50 .....Suisum, Cal.
From Salem High School, Salem, Va.

GARY, DOROTHY PAGE (1914)—44 .....Newport News, Va.
From Newport News High School, Newport News, Va.

GAY, VIRGINIA LEE (1915)—31 .....South Richmond, Va.
From John Marshall High School, Richmond, Va.

GIBBONEY, MARIE AMELIA (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

GOODMAN, MARGARET MADELEINE (1916) .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

GREGORY, NETTE (1917) .....Chase City, Va.
From Chase City High School, Chase City, Va.

GUEST, MARY BERNARD (1916)—15.....Richmond, Va.
From Chatham Episcopal Institute, Chatham, Va.

HANCOCK, HELEN HAMILTON (1915)—34 .....Richmond, Va.
From Woman's College, Richmond, Va.

HASTINGS, GLADYS ELZENIA (1917) .....Princeton, W. Va.
From East River High School, Princeton, W. Va.

HAYMAN, SUSIE PRICE (1917) .....Parksley, Va.
From Parksley High School, Parksley, Va.

HEINRICH, ELIZABETH JEFFRIES (1916)—15.....Richmond, Va.
From John Marshall High School, Richmond, Va.

HENDERSON, HELEN RUTH (1917)—23 .....Council, Va.
From Virginia Intermont College, Bristol, Va.

HOGG, NELIE (1917) .....Wicomico, Va.
From Hayes Store High School, Hayes Store, Va.

HOLT, ANNIE SINKLER (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

HOOVER, RUTH MARIE (1916)—3 .....Carloover, Va.
From Ashwood High School, Carloover, Va.

HOWELL, GRACE LOUISE (1917) .....Courtland, Va.
From Courtland High School, Courtland, Va.

HUTCHINSON, ANNA ELIZABETH (1917) .....Indian Neck, Va.
From Newtown High School, Newtown, Va.

HUTCHINSON, LUCINDA WRIGHT (1917).....Indian Neck, Va.
From Newtown High School, Newtown, Va.

JACOBS, RUTH ELIZABETH (1917) .....Indianapolis, Ind.
From Shortridge High School, Indianapolis, Ind.

JENKINS, MARY ESTHER (1915)—28 .....Crewe, Va.
From Crewe High School, Crewe, Va.

JENNINGS, EVA LAWSON (1917) .....Richmond, Va.
From Virginia Randolph Ellett School, Richmond, Va.

JOHNSON, ADDIE MAY (1917) .....Parksley, Va.
From Parksley High School, Parksley, Va.

JOHNSON, GERTRUDE BLANCHE (1914)—44 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

JOHNSON, LUCY MILLER (1915)—4 .....Sperryville, Va.
From Maury High School, Norfolk, Va.

JOHNSON, MARTHA ANNE (1917) .....Beaver Dam, Va.
From Beaver Dam High School, Beaver Dam, Va.

JOHNSON, MAY LOIS (1916)—15 .....Richmond, Va.
From Woman's College, Richmond, Va.

JOHNSON, VIRGINIA DAVIS (1917) .....Painter, Va.
From Painter High School, Painter, Va.

JONES, ANNIE VIRGINIA (1915)—24 .....Carysbrook, Va.
From Carysbrook High School, Carysbrook, Va.

KARNES, NETTIE LUCILE (1917) .....Covington, Va.
From Covington High School, Covington, Va.

KARNES, VIRGINIA KATHLEEN (1915)—16 .....Covington, Va.
From Covington High School, Covington, Va.

KEMP, ALMA LEIGH (1917) .....Willis, Va.
From Hillsville High School, Hillsville, Va.

KEMPER, LAURA ESTELLE (1914)—46 .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

KNIGHT, RUTH MARIE (1917) .....Whaleyville, Va.
From Whaleyville High School, Whaleyville, Va.

LANE, VIRGINIA ELIZABETH (1917) .....Falls Church, Va.
From Western High School, Washington, D. C.

LAWS, MARGARET BURNETT (1917)—30 ....New York City, N. Y.
From Packer Collegiate Institute, Brooklyn, N. Y.

LAWSON, REBEKAH VIRGINIA (1916)—13.....White Stone, Va.
From White Stone High School, White Stone, Va.

LEDMAN, LUCILLE GOODWIN (1917)—3 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

LETT, MARY GRAHAM (1914)—45 .....Newport News, Va.
From Newport News High School, Newport News, Va.

LEWIS, KITTY JEANETTE (1915)—19.....Walnut Point, Va.
From Kinsale High School, Kinsale, Va.

LEWIS, MIRIAM JACKSON (1917) .....Walnut Point, Va.
From Kinsale High School, Kinsale, Va.

LILLIEDALE, JUANITA (1916)—13 .....Morgan Hill, Cal.
From Morgan Hill High School, Morgan Hill, Cal.

LITTLE, MARY CATHERINE (1917) .....Blackstone, Va.
From Blackstone High School, Blackstone, Va.

LOVE, ELIZABETH SPEED (1914)—44 .....Richmond, Va.
From Dallas High School, Dallas, Texas.

LUMSDEN, GLADYS GERTRUDE (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

MACKEY, JESSIE GLADYS (1917) .....Charleston, Tenn.
From Centenary College, Cleveland, Tenn.

MARTIN, MARY BOWIE (1917) .....Naulakla, Va.
From Fredericksburg State Normal Fredericksburg, Va.

McCARTHY, DEBORAH ANTHONY (1914)—47.....Richmond, Va.
From John Marshall High School, Richmond, Va.

McCARTHY, ELEANOR BARBOUR (1914)—43 .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

McCOMB, AGNES MAY (1917) .....Clinton, Miss.
From Hillman College, Clinton, Miss.

McDANIEL, MARY S. (1916)—12 .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

McEWEN, RUTH ESTELLE (1917)—6 .....Richmond, Va.
From Randolph-Macon Woman's College, Lynchburg, Va.

McCREADY, BESSIE HAZEL (1916) .....Parksley, Va.
From Parksley, High School, Parksley, Va.

McGLOTHLIN, KATHRYN (1916)—13 .....Louisville, Ky.
From Louisville Girl's High School, Louisville, Ky.

MILLER, ELVIRA MARGARET (1915)—12.....Jarratt, Va.
From Jarrat High School, Jarratt, Va.

MONCURE, ELIZABETH ASHBY (1914)—48 .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

MORGAN, ELIZABETH BLANCHE (1916)—9....Scotland Neck, N. C.
From Woman's College, Richmond, Va.

MUSTARD, MARIE (1917) .....Bluefield, W. Va.
From Beaver High School, Bluefield, W. Va.

NEWBILL, VIRGINIA TAYLOR (1917) .....Centre Cross, Va.
From Lee-Maury High School, Bowling Green, Va.

NOLTING, MARGARET (1916)—21 .....Richmond, Va.
From Springside School, Philadelphia, Pa.

OVERBY, JULIA (1917) .....Blackstone, Va.
From Blackstone High School, Blackstone, Va.

PACE, STELLA MARIE (1916)—9 .....Covington, Va.
From Covington High School, Covington, Va.

PHILLIPS, JENNIE (1915)—45 .....Wallace, Va.
From Virginia Intermont College, Bristol, Va.

PHIPPS, NELIE (1914)—46 .....Clintwood, Va.
From Clintwood High School, Clintwood, Va.

POLLAK, THERESA (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

PORTER, GAZELLE (1917) .....Kilmarnock, Va.
From White Stone High School, White Stone, Va.

PORTER, MARY RENO (1914)—48 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

RANSOME, LILLIAN LENORE (1914)—44 .....Hampton, Va.
From Hampton High School, Hampton, Va.

RATCLIFFE, KATIE JULIA (1916)—11 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

RAWLS, EDNA EARLE (1916)—13 .....Carrsville, Va.
From Franklin High School, Franklin, Va.

RIGBY, CONSTANCE GUERRANT (1917) .....Cambria, Va.
From Christianburg High School, Christianburg, Va.

RILEE, MARY LANDIS (1917) .....Ark, Va.
From Botetourt High School, Botetourt, Va.

ROBERTSON, LILLIAN AUGUSTA (1915)—15.....Wakefield, Va.
From Wakefield High School, Wakefield, Va.

ROBINS, ELIZABETH ANNE (1917) .....Roanes, Va.
From Botetourt High School, Botetourt, Va.

ROBINSON, CAMMIE (1917) .....Charlottesville, Va.
From Charlottesville High School, Charlottesvile, Va.

ROGERS, LOIS VIRGINIA (1914)—44 .....Onancock, Va.
From Onancock High School, Onancock, Va.

RUCKER, MILDRED ELLEN (1917) .....Newport News, Va.
From Newport News High School, Newport News, Va.

RUFFIN, MARY DENMEAD (1914)—38 .....Richmond, Va.
From Chatham Episcopal Institute, Chatham, Va.

SHIPMAN, FRANCES LILLARD (1915)—17.....Meridian, Miss.
From Meridian High School, Meridian, Miss.

SHUMATE, FRANCES NAOMI (1916)—13.....Glen Lyn, Va.
From Concord Normal School, Athens, W. Va.

SONNENBERG, REBECCA (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

SPICER, KATHARINE HOLLAND (1917) .....Richmond, Va.
From Miss Morris's School, Richmond, Va.

STEPHEN'S MILDRED ELIZABETH (1917) .....Martinsville, Va.
From Salem College, Winston-Salem, N. C.

STUBBS, GAZELLE (1916)—12 .....Saluda, Va.
From Woman's College, Richmond, Va.

SUMMERS, IRENE ANNA (1917) .....Milton, Va.
From Grant District High School, Grant, Va.

SYDNOR, EDITH GARLAND (1915)—32 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

SYDNOR, ELIZABETH COLEMAN (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

THOMAS, ELIZABETH WILSON (1917) .....Louisville, Ky.
From Louisville Girls' High School, Louisville, Ky.

THOMAS, ELLA WATKINS (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

TICHENOR, HESTER McDANIEL (1915)—24.....Monroe, Ga.
From Monroe High School, Monroe, Ga.

TILLER, LAURA ADELAIDE (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

TOMPKINS, ELIZABETH NELSON (1915)—31 .....Richmond, Va.
From Virginia Randolph Ellett School, Richmond, Va.

TRIBBLE, MARY BELLE (1917)—27 .....Lake City, Fla.
From Columbia College, Lake City, Fla.

TRUITT, VIRGINIA LAWS (1915)—7 .....Norfolk, Va.
From Portsmouth High School, Portsmouth, Va.

TYLER, ELSIE CATHERINE (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

VAUGHAN, FRANCES FOLSOM (1917).....Cardwell, Va.
From Harrisonburg High School, Harrisonburg, Va.

VAUGHAN, KATHERINE P. (1916)—15 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

VAUGHAN, PHILENA B. (1916)—15 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

WADDILL, ELIZABETH ROPER (1914)—48 .....Danville, Va.
From Danville High School, Danville, Va.

WALDEN, MARTHA LENA (1917)—5 .....Ino, Va.
From Meredith College, Raleigh, N. C.

WATERS, LOUISE VIRGINIA (1917) .....Germantown, Md.
From Germantown High School, Germantown, Md.

WATKINS, INEZ HAMILTON (1917) ....St. Stephen's Church, Va.
From Marriott High School, Dunbrooke, Va.

WATKINS, KATHLEEN KEENEY (1915)—46 .....Troutville, Va.
From Hollins College, Hollins, Va.

WILLIAMS, ALICE LEE (1917) .....Round Hill, Va.
From Round Hill High School, Round Hill, Va.

WILLIAMS, JOSEPHINE ELIZA (1917) .....Round Hill, Va.
From Round Hill High School, Round Hill, Va.

WILLIAMS, MILDRED (1916)—7 .....Richmond, Va.
From Chatham Episcopal Institute, Chatham, Va.

WILLIAMS, PRISCILLA (1917) .....Richmond, Va.
From John Marshall High School, Richmond, Va.

WILLIS, ANNA LEE (1916)—3 .....Lignum, Va.
From Lignum High School, Lignum, Va.

WILLIS, MARY HART (1917) .....Lignum, Va.
From Lignum High School, Lignum, Va.

WILSON, RUTH LOUISE (1917) .....Eminence, Ky.
From Eminence High School, Eminence, Ky.

WOODSON, FRANCES ERAMBERT (1915)—30 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

WRIGHT, MARY (1916)—3 .....Ashland, Va.
From Randolph-Macon Woman's College, Lynchburg, Va.

WRIGHT, LUCY JARRATT (1916)—13 .....Jarratt, Va.
From Jarratt High School, Jarratt, Va.

WYATT, JANET TYREE (1915)—28 .....Richmond, Va.
From John Marshall High School, Richmond, Va.

NOTE.—The number after each name indicates college credit hours received.

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